

# THE SCHOOL JOURNAL

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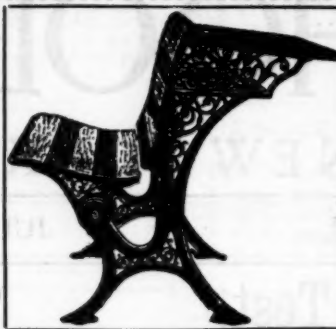
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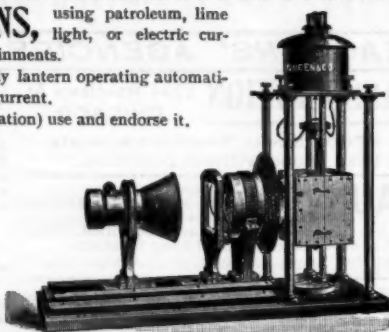
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLIX.

For the Week Ending July 21.

No. 3

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The business department of THE JOURNAL is on page 68.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to R. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

The Convention was blessed with ideal weather. Neither great heats nor rains interfered with its manifold enjoyments, and all the time between meetings could be spent in bathing, boating, driving, cycling, strolling, curio-hunting, and the other pastimes which the varied attractions of Asbury Park offer the visitor. Even had it rained, however, there would have remained the sheltered merry-go-round and toboggan slide for the spectacled superintendents and the pavilion piers from which the poetic young teachers could have still listened to the broken rhythm of the breakers, and watched their white and curving restlessness. The booming surf of the preceding Friday evening, however, was not a feature of Convention week, more's the pity.

Dr. Harris' paper of Wednesday evening on the influence of the higher education was a thought-provoking one. The relation of the school to sociologic evolution and to public safety through public intelligence was never better shown. The school and college must get hold of the bright minds among our youth who will be leaders, for good or evil, and make them leaders for good by teaching them not only things, but relations and giving them the comparative method of dealing with conditions. Could education complete the liberal training of all our original thinkers, the dangers of anarchy and social disunion would subside. University and School Extension offers one great means of organizing the minds of those who have enjoyed only a rudimentary schooling.

Some there are who are inclined to hold the schools responsible for all existing social abuses. It is not our purpose to show in how far they are justified in making grave charges of this sort. They certainly have some inkling of the truth that the school is an important and essential factor in the shaping of civilization, but overlook that the school is not the only one. They forget that the school receives the children at an age when influences determining much of their future character have already been at work, and continue to make themselves felt outside of school hours. But it is right that much weight should be laid on the demand that the school must *educate*. The conclusion from which this demand has sprung is shared by only a small number of people, as yet, but the alarming events of the day will force it upon all who are giving any thought to the fate of this republic.

Besides the attendance represented by five thousand membership fees in the N. E. A., the Convention was attended by perhaps fifteen hundred New Jersey teachers not members of the Association. There were many more people at the various meetings, but a portion of each audience was composed of lay people who attended from all grades of motive, including a sober interest in what the schools are doing and trying to do, a desire to hear the oratory, wit, and music, and, lastly, an idle curiosity as to what pedagogues may be like, anyhow. It was probably those who came from curiosity merely that sometimes disturbed the meetings by conversation and by noisy moving of chairs on their leisurely progress to the door in mid-session.

Scientific Temperance is a mandatory study in all of the United States except Indiana, Tennessee, South Carolina, Georgia and Arkansas. In many states a penalty attaches to the neglect of this study in the common schools. In some states the study is required of all the pupils and text-book teaching is enforced. In a number of states it is a requirement in the licensing of teachers. The usual method of treatment is to require that the text-book on physiology shall contain a minimum number of pages devoted to this subject. We should be sorry to see good text-books superseded by poor ones for the sake of such contents, but the subject is of exceeding importance and it is well it has enthusiastic advocates.

There are old fogies and young fogies, male fogies and female fogies, who deny there is any progress in education because they do not want to see it. But their croakings will stop as the night dispels. A new day has already dawned and soon the artist teachers will have possession of all the schools.

At the beginning of the present school year, Hawthorne's New England history, entitled "Grandfather's Chair," was introduced as a text-book in the seventh grade, and so far is found to prove very satisfactory. I feel confident that by the new course the study of history will be better relished by the pupils and a larger interest in the subject will be developed.—*Wm. A. Mowry.*

It is absolutely needful for the welfare of any community that its schools keep pace with the progress of mankind in other directions. Neither the text-books, the apparatus, or the methods of instruction of a generation ago will answer the purposes of to-day.—*Wm. A. Mowry.*

The next issue of THE JOURNAL will contain an extended report of the Convention, with abstracts of some of the papers and quotations from the discussions. It will appear under date of August 11.

There will be no issue of THE JOURNAL for the weeks ending July 28 and August 4.

## National Educational Association.

**ATTENDANCE.**—The Asbury Park meeting did not quite come up to the expectations of the managers in point of numbers, but there are abundant reasons for congratulations. It is estimated that about 5,600 educators were in attendance. The unfortunate strike of railroad men in the West prevented large delegations from the Central and Western states from reaching Asbury Park in time for participation in the gathering, and the clashing of dates with the American Institute of Instruction and the New York State Association meetings lessened the attendance of Eastern members. Had it not been for these difficulties there is no doubt that the enrolment of members would have amounted to 10,000. The following table shows how this summer's attendance compares with that of former years.

PLACE AND DATE OF MEETING	1894	1895	1896	1897	1898	1899	1900	1901	1902	Average
<b>NORTH ATLANTIC DIVISION</b>										
Maine	21	3	5	35	11	...	30	30	10	15
New Hampshire	64	6	10	32	11	...	32	9	5	19
Vermont	43	0	3	41	4	...	40	4	20	19
Massachusetts	910	145	55	977	900	...	290	114	212	1,067
Rhode Island	10	13	13	39	30	...	31	43	22	35
Connecticut	45	19	23	96	48	...	4	31	18	31
New York	143	189	91	911	910	...	229	117	61	1,801
New Jersey	40	27	35	52	41	...	13	12	12	37
Pennsylvania	61	39	121	109	943	...	39	76	178	180
<b>SOUTH ATLANTIC DIVISION</b>										
Delaware	1	1	4	...	3	...	1	2	0	2
Maryland	1	1	10	...	7	...	17	3	0	13
District of Columbia	80	4	7	19	33	...	21	10	35	184
Virginia	6	3	3	...	15	...	2	9	3	8
West Virginia	10	3	3	...	6	...	6	37	30	15
North Carolina	3	4	...	...	13	...	3	19	17	61
South Carolina	5	1	1	...	13	...	4	18	14	90
Georgia	11	3	...	...	16	...	43	31	16	39
Florida	1	1	...	...	10	...	7	4	5	39
<b>SOUTH CENTRAL DIVISION</b>										
Kentucky	23	3	6	181	32	...	114	39	27	43
Tennessee	13	6	6	82	33	...	97	138	67	1,053
Alabama	9	1	1	16	45	...	125	35	79	51
Mississippi	7	1	...	...	10	...	44	43	36	396
Louisiana	13	2	...	...	11	...	13	13	38	114
Texas	23	1	15	86	39	...	39	33	9	270
Arkansas	25	...	6	67	13	...	13	34	38	417
<b>NORTH CENTRAL DIVISION</b>										
Indiana	121	43	67	581	225	...	361	365	179	1,091
Illinois	64	15	46	418	71	...	206	149	66	1,118
Michigan	54	30	144	1,296	223	...	635	566	214	4,522
Wisconsin	77	13	20	273	40	...	137	360	395	1,108
Iowa	137	16	38	490	67	...	38	443	222	72
Minnesota	173	9	17	1,145	96	...	67	879	276	1,075
Nebraska	173	9	11	949	108	...	10	113	54	1,593
Missouri	46	11	73	635	193	...	68	329	189	1,714
North Dakota	20	1	5	149	8	...	7	99	38	160
South Dakota	19	1	...	...	...	...	109	31	30	...
Nebraska	99	6	37	634	40	...	147	230	136	1,348
Kansas	10	11	122	980	134	...	64	375	127	2,045
<b>WESTERN DIVISION</b>										
Montana	3	1	3	9	4	...	37	24	9	99
Wyoming	13	3	3	5	5	...	5	13	4	43
Colorado	54	11	40	109	8	...	80	114	62	411
New Mexico	...	...	...	...	...	...	...	...	...	...
Arizona	...	...	...	...	...	...	...	...	...	...
Utah	...	...	...	...	...	...	...	...	...	...
Idaho	...	...	...	...	...	...	...	...	...	...
British Columbia	...	...	...	...	...	...	...	...	...	...
Washington	...	...	...	...	...	...	...	...	...	...
Oregon	...	...	...	...	...	...	...	...	...	...
California	...	...	...	...	...	...	...	...	...	...
Alaska	...	...	...	...	...	...	...	...	...	...
<b>CANADA</b>	...	...	...	...	...	...	...	...	...	...
<b>Total Annual Membership</b>	1,731	684	1,397	8,098	7,220	1,904	5,474	4,799	3,280	4,084

The far Western states were fairly well represented. The middle Western states were the strongest, Ohio, Michigan, Indiana, Illinois, Kentucky, and Iowa having sent proportionately larger numbers than any other section, except the local state, New Jersey, which has been represented by about 700 teachers. New York sent several hundred. New England was not as strong as the traditions would call for, even Massachusetts falling behind some of the middle Western states, but then the meeting of the American Institute of Instruction took place the same week and the New Englanders have always been the most loyal supporters of that mother of teachers' associations.

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Very little attention was given to this rule. As a result, the calculations of those who had laid out a program for themselves intended to enable them to hear one paper in one and another in some other department were upset, and there was disappointment.

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**MUTUAL ENCOURAGEMENT.**—After all the greatest good the teachers derive from the notable gathering lies, probably, in the meeting of fellow workers, in the making of new acquaintances, and the renewal of old friendships. "We all strive for the same goal" characterizes the feeling that is produced thereby and the stimulus and encouragement that lies therein cannot be too highly estimated. The desire to confer with colleagues is gratified. Men and women whose advice in articles and books has lightened the laborious work of teaching are met face to face. There is often more satisfaction gotten from the words of sympathy and cheer on the way, by the cordial shaking of hands, when teacher meets teacher than from reading and hearing formal presentations of educational subjects. The heartfelt "I am so glad to have met you" is treasured up in the bosom and enhances the interest in the noble calling, and the burden of teaching is lightened. A Michigan teacher who had intended to bid good-bye to the work in which she had been engaged for many years, said at the close of the meeting: "I was discouraged when I came and had fully made up my mind to give up teaching and study medicine. But I will stay now. Yes, I shall go back to the school-room. I never knew what a blessing it is to be called a teacher, although I have kept school for many years. You will certainly find me again at the next N. E. A. meeting. I am so glad I came. This meeting has opened my eyes. I shall take up pedagogy and child study and try to be of greater service to my pupils and my dear Michigan than I have ever been before."

**THE GREAT STRIKE.**—Among the resolutions adopted at the closing meeting was one approving President Cleveland's course in dealing with the great strike. This being of particular interest and giving expression to a sound educational attitude on the part of the majority of the teachers of the country, we print it here:

"The National Educational Association has assembled at a time of marked public disturbance, and of grave industrial unrest. The highest powers of the nation have been invoked in time of peace to enforce the orders of the courts, to repress riot and rapine and to protect property and personal rights. At such a time, we deem it our highest duty to pronounce emphatically,

and with unanimous voice, for the supremacy of law and the maintenance of social and political order. Before grievances of individuals or organizations can be considered or redressed, violence, riot, and insurrection must be repelled and overcome. Liberty is founded upon law; not upon license. American institutions are subjected to their severest strain when individuals and organizations seek a remedy for injustice, fancied or real, outside of and beyond the law.

"We call upon the teachers of the country to enforce this lesson in every school-room in the land, and we heartily accept and indorse the suggestion transmitted to us by the Teachers' Association of the State of Texas that, upon the schools devolves the duty of preparing the rising generation for intelligent and patriotic citizenship by inculcating those principles of public and private morality and of civil government upon which our free Republic is based and by means of which alone it can endure.

"We heartily commend the wisdom and firmness of the president of the United States as exhibited in this trying time, and we pledge to him and his associates in the conduct of the government our hearty and enthusiastic support in the enactment of law and the restoration of order.

"We must, at the same time, record our perfect confidence in the capacity of the American people to grapple with any social problems that shall confront them. Riot, incendiarism, and conspiracy are not native growths, but have come among us by importation. They cannot long survive in the clear air of American life."

The association has taken a new departure of considerable significance by recognizing as one of its regular branches of work a department of child study. No better man than Dr. Wm. L. Bryan, of Indiana university, could have been selected as the successor of Dr. G. Stanley Hall, in the presidency of the child study section. He is a man of broad views and a most liberal scholarship, whose thorough study of the history of philosophy, of education, and the old school of psychology peculiarly fit him to draw into the department men and women who are still hesitating to join it.

**LESS TECHNICALITIES AND MORE COMMON SENSE.**—Dr. E. E. White won praise for his plain words about the dealings in technical terms and big words. He said a great deal of the discussion at this convention had been in words so long that he did not know what they meant. He called this style of discussion "using blanket words," perhaps because they hide a multitude of things. "Definiteness of thinking and clearness of language in discussing it are necessary," he said, "before teaching may be properly called a science. These long blanket words that nobody knows the meaning of are the chief trouble. The precision which goes with all the sciences must be insisted on in the expression of thought about teaching." Dr. White's declaration was received with a burst of applause. Hereafter the speakers will know better that it is not oratory the teachers want, but concise and definite statements of sound educational truths. Dr. White's own addresses and papers were models of clear and common sense presentation. It is in "coming down to hard pan" that the pedagogical make-up of the speakers best reveals itself. It has been said by many that the meeting ended in a blaze of common sense.

**NEW OFFICERS.**—The popularity of the brilliant young philosopher, Dr. Nicholas Murray Butler, of Columbia college, was attested to by the unanimity with which he was elected to the seat of honor in the N. E. A. Supt. Lane, the outgoing president, will always be held in high esteem as an unwearied worker for the association. He has many traits that make him a most desirable executive. By re-electing dear old Dr. Calkins, of New York, and Supt. Tarbell, of Rhode Island, as trustees, the association honored itself. No change was made in the posts of secretary and treasurer. By the way, who has seen Supt. Greenwood? His genial face was missed.

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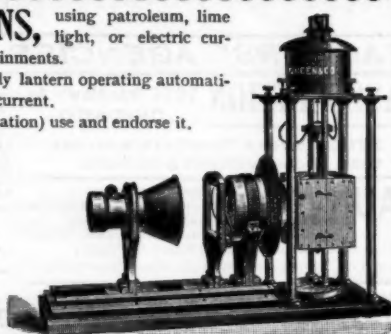
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLIX.

For the Week Ending July 21.

No. 3

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The business department of THE JOURNAL is on page 68.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.

The Convention was blessed with ideal weather. Neither great heats nor rains interfered with its manifold enjoyments, and all the time between meetings could be spent in bathing, boating, driving, cycling, strolling, curio-hunting, and the other pastimes which the varied attractions of Asbury Park offer the visitor. Even had it rained, however, there would have remained the sheltered merry-go-round and toboggan slide for the spectacled superintendents and the pavilion piers from which the poetic young teachers could have still listened to the broken rhythm of the breakers, and watched their white and curving restlessness. The booming surf of the preceding Friday evening, however, was not a feature of Convention week, more's the pity.

Dr. Harris' paper of Wednesday evening on the influence of the higher education was a thought-provoking one. The relation of the school to sociologic evolution and to public safety through public intelligence was never better shown. The school and college must get hold of the bright minds among our youth who will be leaders, for good or evil, and make them leaders for good by teaching them not only things, but relations and giving them the comparative method of dealing with conditions. Could education complete the liberal training of all our original thinkers, the dangers of anarchy and social disunion would subside. University and School Extension offers one great means of organizing the minds of those who have enjoyed only a rudimentary schooling.

Some there are who are inclined to hold the schools responsible for all existing social abuses. It is not our purpose to show in how far they are justified in making grave charges of this sort. They certainly have some inkling of the truth that the school is an important and essential factor in the shaping of civilization, but overlook that the school is not the only one. They forget that the school receives the children at an age when influences determining much of their future character have already been at work, and continue to make themselves felt outside of school hours. But it is right that much weight should be laid on the demand that the school must *educate*. The conclusion from which this demand has sprung is shared by only a small number of people, as yet, but the alarming events of the day will force it upon all who are giving any thought to the fate of this republic.

Besides the attendance represented by five thousand membership fees in the N. E. A., the Convention was attended by perhaps fifteen hundred New Jersey teachers not members of the Association. There were many more people at the various meetings, but a portion of each audience was composed of lay people who attended from all grades of motive, including a sober interest in what the schools are doing and trying to do, a desire to hear the oratory, wit, and music, and, lastly, an idle curiosity as to what pedagogues may be like, anyhow. It was probably those who came from curiosity merely that sometimes disturbed the meetings by conversation and by noisy moving of chairs on their leisurely progress to the door in mid-session.

Scientific Temperance is a mandatory study in all of the United States except Indiana, Tennessee, South Carolina, Georgia and Arkansas. In many states a penalty attaches to the neglect of this study in the common schools. In some states the study is required of all the pupils and text-book teaching is enforced. In a number of states it is a requirement in the licensing of teachers. The usual method of treatment is to require that the text-book on physiology shall contain a minimum number of pages devoted to this subject. We should be sorry to see good text-books superseded by poor ones for the sake of such contents, but the subject is of exceeding importance and it is well it has enthusiastic advocates.

There are old fogies and young fogies, male fogies and female fogies, who deny there is any progress in education because they do not want to see it. But their croakings will stop as the night dispels. A new day has already dawned and soon the artist teachers will have possession of all the schools.

At the beginning of the present school year, Hawthorne's New England history, entitled "Grandfather's Chair," was introduced as a text-book in the seventh grade, and so far is found to prove very satisfactory. I feel confident that by the new course the study of history will be better relished by the pupils and a larger interest in the subject will be developed.—*Wm. A. Mowry.*

It is absolutely needful for the welfare of any community that its schools keep pace with the progress of mankind in other directions. Neither the text-books, the apparatus, or the methods of instruction of a generation ago will answer the purposes of to-day.—*Wm. A. Mowry.*

The next issue of THE JOURNAL will contain an extended report of the Convention, with abstracts of some the papers and quotations from the discussions. It will appear under date of August 11.

There will be no issue of THE JOURNAL for the weeks ending July 28 and August 4.

## National Educational Association.

**ATTENDANCE.**—The Asbury Park meeting did not quite come up to the expectations of the managers in point of numbers, but there are abundant reasons for congratulations. It is estimated that about 5,600 educators were in attendance. The unfortunate strike of railroad men in the West prevented large delegations from the Central and Western states from reaching Asbury Park in time for participation in the gathering, and the clashing of dates with the American Institute of Instruction and the New York State Association meetings lessened the attendance of Eastern members. Had it not been for these difficulties there is no doubt that the enrolment of members would have amounted to 10,000. The following table shows how this summer's attendance compares with that of former years.

Place and Date of Meeting	1894	1895	1896	1897	1898	1899	1900	1901	1902	Total	Average
<b>NORTH ATLANTIC DIVISION.</b>											
Maine	31	2	5	35	11	...	22	30	10	136	15
New Hampshire	54	6	10	35	11	...	22	9	5	160	18
Vermont	45	6	5	41	4	...	40	4	30	185	18
Massachusetts	310	145	85	277	208	90	200	114	212	1,667	165
Rhode Island	50	13	13	39	20	4	31	43	28	236	24
Connecticut	40	19	35	36	48	4	31	16	63	301	31
New York	145	129	91	211	210	99	226	117	51	1,201	120
New Jersey	40	27	35	35	41	13	13	18	25	272	30
Pennsylvania	51	26	121	108	242	33	59	76	176	626	106
<b>SOUTH ATLANTIC DIVISION.</b>											
Delaware	1	1	1	1	1	1	1	1	1	9	1
Maryland	1	1	1	1	1	1	1	1	1	9	1
District of Columbia	30	6	7	12	13	13	31	10	25	164	16
Virginia	6	3	3	5	13	12	2	8	3	66	6
West Virginia	15	3	3	3	8	8	27	67	30	136	15
North Carolina	3	3	3	3	3	3	3	3	3	24	3
South Carolina	5	1	1	1	13	23	4	18	14	69	9
Georgia	11	1	2	10	16	43	23	31	163	208	23
Florida	1	1	1	1	1	1	1	1	1	9	1
<b>SOUTH CENTRAL DIVISION.</b>											
Kentucky	25	2	8	151	25	114	39	57	42	408	52
Tennessee	13	4	5	62	63	97	37	124	57	1,053	117
Alabama	9	1	1	16	45	125	25	79	31	280	40
Mississippi	7	1	3	7	10	37	44	42	36	236	26
Louisiana	9	3	3	11	7	13	13	25	21	114	13
Texas	22	1	15	45	59	89	50	65	9	392	52
Arkansas	22	1	8	37	13	20	13	34	33	217	24
<b>SOUTH CENTRAL DIVISION.</b>											
Ohio	121	45	67	561	225	60	351	355	179	1,931	221
Indiana	64	15	46	419	71	90	206	149	65	1,119	134
Illinois	354	123	184	1,720	323	304	626	686	314	4,323	470
Michigan	77	13	35	293	47	53	137	260	205	1,128	129
Wisconsin	146	18	35	456	87	39	443	223	73	1,910	219
Iowa	104	19	37	1,145	96	67	572	276	110	3,678	398
Minnesota	120	9	11	649	99	116	322	119	54	1,290	149
Missouri	46	11	73	625	133	66	249	320	159	1,714	190
North Dakota	30	1	6	140	6	7	109	22	16	700	60
South Dakota	15	1	1	12	1	1	109	31	30	200	20
Nebraska	29	8	37	634	40	10	147	220	126	1,240	139
Kansas	16	11	122	940	134	64	275	383	127	3,045	327
<b>WESTERN DIVISION.</b>											
Montana	3	1	1	9	4	5	37	24	9	98	10
Wyoming	1	3	2	9	9	9	13	4	43	8	5
Colorado	13	3	11	40	108	8	64	114	69	411	46
New Mexico	1	1	1	1	1	1	1	1	1	9	1
Arizona	1	1	1	1	1	1	1	1	1	9	1
Utah	1	1	1	1	1	1	1	1	1	9	1
Nevada	1	1	1	1	1	1	1	1	1	9	1
Idaho Territory	3	1	1	1	1	1	1	1	1	9	1
Idaho	1	1	1	1	1	1	1	1	1	9	1
Washington	1	1	1	1	1	1	1	1	1	9	1
Oregon	3	1	1	1	1	1	1	1	1	9	1
California	1	1	1	1	1	1	1	1	1	9	1
Hawaii	1	1	1	1	1	1	1	1	1	9	1
<b>CANADA.</b>											
Canada	1	1	1	1	1	1	1	1	1	9	1
<b>Total Annual Membership.</b>	3,791	624	1,297	9,099	7,220	1,984	5,474	4,770	3,960	4,004	

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The next number of THE JOURNAL, which will contain a fuller report of the work of the association, will also give accounts of the discussions of the several departments. There was broad freedom of thought in the meetings, and much of lasting value was brought out.

**ROUND TABLES.**—There were less round table discussions than in former years. It is difficult to explain this change. Round tables if rightly conducted usually yield more solid benefit than large gatherings where a few hold the floor and informal discussion is impracticable.

**MUTUAL ENCOURAGEMENT.**—After all the greatest good the teachers derive from the notable gathering lies, probably, in the meeting of fellow workers, in the making of new acquaintances, and the renewal of old friendships. "We all strive for the same goal" characterizes the feeling that is produced thereby and the stimulus and encouragement that lies therein cannot be too highly estimated. The desire to confer with colleagues is gratified. Men and women whose advice in articles and books has lightened the laborious work of teaching are met face to face. There is often more satisfaction gotten from the words of sympathy and cheer on the way, by the cordial shaking of hands, when teacher meets teacher than from reading and hearing formal presentations of educational subjects. The heartfelt "I am so glad to have met you" is treasured up in the bosom and enhances the interest in the noble calling, and the burden of teaching is lightened. A Michigan teacher who had intended to bid good-bye to the work in which she had been engaged for many years, said at the close of the meeting: "I was discouraged when I came and had fully made up my mind to give up teaching and study medicine. But I will stay now. Yes, I shall go back to the school-room. I never knew what a blessing it is to be called a teacher, although I have kept school for many years. You will certainly find me again at the next N. E. A. meeting. I am so glad I came. This meeting has opened my eyes. I shall take up pedagogy and child study and try to be of greater service to my pupils and my dear Michigan than I have ever been before."

**THE GREAT STRIKE.**—Among the resolutions adopted at the closing meeting was one approving President Cleveland's course in dealing with the great strike. This being of particular interest and giving expression to a sound educational attitude on the part of the majority of the teachers of the country, we print it here:

"The National Educational Association has assembled at a time of marked public disturbance, and of grave industrial unrest. The highest powers of the nation have been invoked in time of peace to enforce the orders of the courts, to repress riot and rapine and to protect property and personal rights. At such a time, we deem it our highest duty to pronounce emphatically,

and with unanimous voice, for the supremacy of law and the maintenance of social and political order. Before grievances of individuals or organizations can be considered or redressed, violence, riot, and insurrection must be repelled and overcome. Liberty is founded upon law; not upon license. American institutions are subjected to their severest strain when individuals and organizations seek a remedy for injustice, fancied or real, outside of and beyond the law.

"We call upon the teachers of the country to enforce this lesson in every school-room in the land, and we heartily accept and indorse the suggestion transmitted to us by the Teachers' Association of the State of Texas that, upon the schools devolves the duty of preparing the rising generation for intelligent and patriotic citizenship by inculcating those principles of public and private morality and of civil government upon which our free Republic is based and by means of which alone it can endure.

"We heartily commend the wisdom and firmness of the president of the United States as exhibited in this trying time, and we pledge to him and his associates in the conduct of the government our hearty and enthusiastic support in the enactment of law and the restoration of order.

"We must, at the same time, record our perfect confidence in the capacity of the American people to grapple with any social problems that shall confront them. Riot, incendiarism, and conspiracy are not native growths, but have come among us by importation. They cannot long survive in the clear air of American life."

The association has taken a new departure of considerable significance by recognizing as one of its regular branches of work a department of child study. No better man than Dr. Wm. L. Bryan, of Indiana university, could have been selected as the successor of Dr. G. Stanley Hall, in the presidency of the child study section. He is a man of broad views and a most liberal scholarship, whose thorough study of the history of philosophy, of education, and the old school of psychology peculiarly fit him to draw into the department men and women who are still hesitating to join it.

**LESS TECHNICALITIES AND MORE COMMON SENSE.**—Dr. E. E. White won praise for his plain words about the dealings in technical terms and big words. He said a great deal of the discussion at this convention had been in words so long that he did not know what they meant. He called this style of discussion "using blanket words," perhaps because they hide a multitude of things. "Definiteness of thinking and clearness of language in discussing it are necessary," he said, "before teaching may be properly called a science. These long blanket words that nobody knows the meaning of are the chief trouble. The precision which goes with all the sciences must be insisted on in the expression of thought about teaching." Dr. White's declaration was received with a burst of applause. Hereafter the speakers will know better that it is not oratory the teachers want, but concise and definite statements of sound educational truths. Dr. White's own addresses and papers were models of clear and common sense presentation. It is in "coming down to hard pan" that the pedagogical make-up of the speakers best reveals itself. It has been said by many that the meeting ended in a blaze of common sense.

**NEW OFFICERS.**—The popularity of the brilliant young philosopher, Dr. Nicholas Murray Butler, of Columbia college, was attested to by the unanimity with which he was elected to the seat of honor in the N. E. A. Supt. Lane, the outgoing president, will always be held in high esteem as an unwearied worker for the association. He has many traits that make him a most desirable executive. By re-electing dear old Dr. Calkins, of New York, and Supt. Tarbell, of Rhode Island, as trustees, the association honored itself. No change was made in the posts of secretary and treasurer. By the way, who has seen Supt. Greenwood? His genial face was missed.

## Journalism in a District School.

By RANDALL NEEFUS SAUNDERS.

The idea of a school paper or review is not a new one. It usually has for its object the preservation of class gossip, or outlines the work and relates the occurrences of the school community of which it is the mouthpiece. *The Vignette*, of Claverack college, under the management of J. H. Jones, and *The Crescent*, of the New Haven high school, are papers of a class that often contain editorials and articles that would do credit to many of the higher literary publications of the land. But *The Maple Grove Gazette*, of which I will speak briefly, was a semi-monthly newspaper having for its editors and reporters the school children in an isolated country district. The only part I took in its affairs was that of manager and censor, thoroughly believing in the wisdom of the French in instituting such an office, trusting its privileges are not abused.

I secured as editor-in-chief a girl of sixteen who had displayed much taste in her reading, and whose efforts in composition had clearly indicated a desire to say the most in the fewest words. There were others in the school who had livelier fancies in producing, but I felt they were not to be implicitly trusted to keep the erratic staff in bounds and to enforce rigidly the rules of perspicacity, purity, and propriety on whose strict observance we insisted.

The editor carefully perused the pile of papers I always kept on my desk, among which was *OUR TIMES*, on whose columns of condensed matter tremendous onslaughts were made with the shears. *The Scientific American*, *Harper's Weekly*, *The Youth's Companion*, *St. Nicholas*, *The Ladies' Home Journal*, *The New England Homestead*, *Good Housekeeping*, and *The Ohio Farmer*, to say nothing of local and other minor publications too numerous to mention, were the mines from which the boys and girls in their homes drew forth treasure and gems for our bi-monthly enrichment.

At recess and after school the editor would confer with her staff, and one and another would gravely discuss with her the chances this or that item or article would have of being generally interesting and profitable to their subscribers, as they fancifully termed the school.

One week would be devoted to this sort of preparation and then the editor would make out a table of contents for the next issue, and on my approval the subjects were passed out. No article was to be copied; but had to be rewritten from memory after its main features had been assimilated by a careful reading or close examination and study, and had to be expressed in the pupils' own language.

Others would be detailed to gather brief news items of the immediate vicinity; and here the utmost care had to be exercised, for gossip of the petty rural sort would creep in, and had to be suppressed or our paper and our school would have gone to pieces in a hurry. I think in this one department a most valuable work was done; for boys and girls were taught, as they could be most easily, their duty to their neighbor in a practical application of the Golden Rule, that is the one essential element in producing perfect harmony in a country community.

Boys and girls are not devoid of a sense of humor, and early efforts to be funny in the paper were rather painful. Without the clearer discrimination and taste that comes with culture a coarseness pervaded their fun that was inexcusable.

This again offered a sure means of elevation morally and intellectually; for expurgation and the reasons for it soon taught them that nothing should be amusing that contains the slightest *double entente* or is rough and impure in its expression.

When the telegraph editor had culled the most important news from his "ticker," a N. Y. weekly, when the poetry editor had clipped or copied those verses that had appealed to his growing appreciation of beauty, when all of the various departments had fulfilled their functions, then the chief took the mass of MSS. in hand

and went through it carefully to note, mark, and make suggestions for eliminations and corrections, and I have had the pleasure of having whole stanzas of my own verse, published anonymously, crossed out by the inexorable blue pencil in the hands of this clear-eyed girl, who, unconscious of the author's identity, asked him if he didn't think the lines were repetitive and superfluous, when we together went through the work for a final examination.

On Friday afternoon the items of the issue having been arranged under their departmental headings, the editor would read the aggregation to the school, each member of which was eager to hear what the others had written, and an interest grew that incited rivalry as to who could find and best rewrite the most interesting matter.

At first criticism had to be mildly given, but soon open discussion of the work could be tolerated, and properly governed, made profitable if not at all times logical and influenced by a full knowledge of the finer proprieties.

An advertising department had early to be discontinued, as the fertility of the youthful imagination knew no bounds, regarding property to be sold or exchanged and regarding situations wanted. This had a tendency to lower the standard of gravity in which lay the usefulness of the amateur organ.

The venture was a success from its first issue to its last, and it had an influence on each subscriber far greater than any other periodical in the land, because each subscriber was a contributor, not receiving education so much through its columns as through the reflection of what he put there himself, and by far the greatest benefit from what he was not allowed to publish.

In the latter part of the year much original work was approved and used; and one story from the lowly sheet found its way into *THE TEACHERS' INSTITUTE*, to be reproduced, doubtless, by thousands of little folks throughout the land. No one knows how many well-written items the local county papers and farm journals can accredit to the influence and training of the *Gazette*.

Its editor is a married woman, its contributors are scattered far and wide, its MSS. pages, like "The Ephemeris" of Rome or of Alexandria, have fed the flames, I am told; the visible evidence of its being is destroyed, but, as none can tell to what extent its ashes have beautified the plant life into which they inevitably found their way, so none can estimate the broadening tendency to great and beautiful ideas and usefulness, the conscientious occupation of a few leisure hours of that year may have effected.

Certainly I have never used an extra exercise that gave me less labor and more pleasure, and that I felt was more freighted with future possibilities than the bi-monthly preparation and discussion of *The Maple Grove Gazette*.

## The Composition Class.

*Subjects for the Advanced Classes.*—The space between the primary school and the advanced school is not so great mentally as it is physically. A large boy cannot necessarily write on abstract subjects. The writer once could find no subject for a big boy eighteen years of age upon which his mind would play, except "What I would like for my breakfast." This class must be provided for; they live in the concrete. It does not follow that they may not write interesting compositions. The field of abstract thought can only be entered through realities. As in the primary school, the best subject for a pupil is the one of which he knows the most. But then having more mature minds, the advanced pupil can "study up" subjects. The plan of putting subjects in a book and hanging the book in a convenient place should be adopted. It is best to classify them.

*The Main Rule.*—The rule given for primary pupils is the one for all. "Write about that of which you know the most." "Take the near at hand." A writer of three brilliant books, now before the public, says: "I thought



I never could write compositions; but a new teacher said 'Write about your dog;' so I wrote one entitled 'Our Dog Jack,' and it was greeted so warmly by my schoolmates (who all knew so well of his capers) that I concluded I could write after all. Years passed, and writing became a necessity; then I thought of my little piece about 'Our Dog,' and in the same style I used then I began to write: I simply put down what I had seen."

*Stories for Reproduction.*—The plan of telling a story and requiring it to be reproduced is a good one. The pupils may be allowed to change the names; and sometimes the teacher may let them use the same names and vary the incident.

*Anecdotes from History.*—There are stories from history, mythology, biography, fables, poems, etc., but good judgment will be needed in bringing these before a class. It takes great skill to produce in prose Longfellow's "Building of the Ship." Pupils can do better with a tale like "Rip Van Vinkle" or "The Magic Lamp." It has been said that the teacher should tell the story, but that does not follow; let a pupil tell a story if he can do so.

*A List of Questions.*—It is a plan the writer has adopted to allow each pupil to have a list of questions before him. To some pupils they are of great aid; others would make but little use of them. There are those who are very slow in thinking. They think up one sentence and put it down, and then wait for another to rise to the surface. They resemble fishermen who wait for "bites;" often after long waiting they hook nothing. These questions keep the mind busy in brooding over the subject.

*When a Thing is the Subject.*

1. General statement.
2. Where found.
3. Of what use.
4. Discovery.
5. Different kinds.
6. Size or color, or habits, etc.
7. If not in existence; what then?
8. What I have seen or known about this.
9. Resemblance to something else.
10. Remarks: what has been said about it.

*When a Person is the Subject.*

1. General statement.
2. Where born, etc.
3. His influence.
4. ———
5. ———
6. Appearance.
7. Loss to the world if he had not lived.
8. How I am indebted to him.
9. Resemblance to ———.
10. Remarks: what has been said of him by others, etc.

*When the Subject is an Abstract One.*—While not so applicable to abstract subjects, yet questions will have considerable use even here. The subject given out one day to a class (where there was daily writing) was, "Where there's a will there's a way," and these questions were given:

1. General statement.
2. Illustration.
3. Influence and use.
4. ———
5. ———
6. Special points and peculiarities.
7. Loss if it were not true.
8. Advantages of.
9. Resemblance.
10. Remarks, incidents: what has been said by others, etc., and illustrations I have seen.

Here is a composition, given to show how one of the weakest writers used the questions above as a scaffolding or framework. It is apparent that not until No. 10 was reached did her mind seem to work at all freely.

WHERE THERE'S A WILL THERE'S A WAY.

- (1) This is an expression often used, and it has much truth.
- (2) If a person makes up his mind to do a thing he can usually

do it. (3) It has a great effect everywhere, and especially in the school-room. If a pupil says she will get a lesson, it has a great influence and helps her very much. (6) The special thing is to make up your mind; you must begin with that, then you will look for a way. (7) It would be pretty bad if after a person decided to do a thing it had no effect; it is a pretty good thing that there is a way when you want to do a thing. (8) It encourages very much to know that you can work out some great thing if you only try. (10) I once knew a girl who declined when invited to write a composition for a reception. She had good abilities, but she did not believe in this maxim. She said, "I can't." In the next seat was a girl who was not believed to have much talent; she raised her hand and the teacher gave her the appointment. Her composition was very much praised. The reason I mention this is that the subject was the same as the one we have to-day, and it struck my friend's attention and she was more ready to write afterward.

*Appreciate the Pupil's Effort.*—It is too often that a pupil makes a desperate effort and no appreciation is bestowed. When a composition is read, a remark like: "That was real nice about ——" to the school, not the writer, will stimulate to further effort.

*Encourage Originality.*—Most pupils have originality but do not know it by that name. Here is a composition of a girl of fourteen years of age, who has since written a brilliant book. It is given to show originality, and it is original writing on a near-by subject.

THE LADY DRESSED IN BROWN.

Have you seen this mysterious personage? I have, and whenever I meet her a feeling of awe and an undefinable kind of attraction seems to direct my eyes towards her; no matter even if I do take them away for an instant, they go back again to the "Lady Dressed in Brown." I call her this, for I don't know her name and she always wears a brown dress, brown sack, brown hat, brown gloves, brown shoes, has a brown parasol, has brown hair, brown eyes, and has also a brown complexion. She always makes her appearance suddenly and mysteriously and goes away when and where I never can tell. I have watched her closely, but I never have been able to see just when she left me.

Riding in the cars lately, suddenly on the other side was "The Lady Dressed in Brown." It startled me; she was not there when I came in; when she entered I did not know, but there she was as large as life and as brown as ever. She does not even wrap the bundle that she is carrying, in a newspaper, that has to be done up in brown too.

I wonder who she is; I wonder if she is good, noble and generous, or bad, wicked and selfish; kind or cruel; smart or dull; married or single; a bluestocking or a dancing teacher, a dress-maker or a candy-shop woman. Who is she anyway? What is her name? It puzzles me. It is a riddle I cannot solve.

But I have found an answer to my puzzle. I have found out who this mysterious body is, and all the awe, the kind of fear I used to feel in her presence is gone, vanished like smoke. (It was from my friend, Mrs. Grundy, I got my information.) She is an active member of the "Society to help ladies get their rights," and her name (very uncommon) is Miss Eliza Matilda Brown.

*Assigning Subjects.*—Time will be needed for the study of subjects that need "looking up," such as, for instance, "Napoleon Bonaparte," "Description of Rome," etc. These may be assigned a week in advance.

It is a mistake to depend on each pupil to select for himself. "Who have selected subjects?" may be asked. To those who have not the teacher will assign subjects, selecting concrete ones for dull ones; he may appoint a time to make suggestions, so as to get them started; in a day or two they are called on to see what progress they have made.

When a subject is assigned, the pupil should be allowed to talk with others and to "read up" on it. There is an impression that this diminishes the originality; but the originality is in the arrangement, in the recasting of materials. Let them get materials from all sources possible. It is proper they should add "I am indebted to ——— for materials."

*General Suggestions.*—Let us suppose the teacher has fifty pupils, in four classes, and that all write daily except the very youngest—the First Reader class. A few rules should be insisted on for these daily writings:

1. The use of note paper: (some teachers purchase by the ream and then sell to the pupils; this makes the cost very very small).
2. That there be a margin on the left side of the page of half an inch.

3. That the title be on the first line, or about an inch from the top; the name of the pupil and date at the right, a little higher up.

4. That capital letters be used to begin sentences and for proper names, and periods put at the end of sentences.

5. That the right hand side of the composition be filled out neatly and hyphens used.

6. That it be broken up into paragraphs with some judgment.

A page of note-paper will contain from seventy-five to one hundred words. Let us suppose the Fourth Reader Class are told to write seventy-five words; the Third Reader, thirty words; the Second Reader, twenty words, as a minimum. To economize paper for these, the upper half of a page may be used on one day and the lower half another; for the other classes, one side of a page may be used one day and the other the next day.

It is not best to fold these sheets; let a pupil collect them and place them in a box.

The teacher will take the writings of the First Reader class and distribute them among the class that they may see if the rules have been complied with. They will simply check in the margin (V) where mistakes occur.

The teacher asks for the rule as to margins.

"There must be a margin of half an inch," and so of the rest. The writings are then returned to the authors and the reading begins. After it is finished, suggestions may be called for as to a better use of a word in some sentence, for example, "building" for "house," "think" for "guess," etc.

*Criticism.*—The great attempt should be to cultivate the critical powers, hence the criticism should be on the "development of the plot," to use the technical term of writers.

1. "Has the writer stuck to his text?" Get the pupils to think about this.

2. "Has he unfolded or developed his subject?" Find out what the pupils think.

3. "Has he made the matter plain?" Let the pupils express themselves on this point.

4. "Has he made it interesting?" Call for an opinion.

Of course there are other questions, but these are the main ones to be applied to all writings. Under different forms these results may be applied to even the highest writing.

The writings of the Third Reader class may be examined by a committee of the First Reader class to see if the general rules are followed; the five best may be read.

The writings of the Second Reader class should be examined by the teacher with the aid of the First class; as many of these should be read as possible.

The Fourth Reader class will keep their pens busy on matters that will have some immediate interest (generally), or on thoughts arising from studies. The pupils will be at liberty to choose their own subjects for the daily writing, and naturally will take up the above subjects. More alert ones will discuss, "What I heard on my way to school," "Our play-time," "What our visitor said," etc. These daily writings cannot take up much time; there is other school-work pressing, and hence they will consist of thoughts and fancies. Once in two weeks a writing should be called for that will require some study; these should be about four pages (note-paper) in length.

The bi-monthly compositions of the Fourth Reader class should be brought before the class for criticism and be laid aside to be read at receptions, etc.; if possible, one should be published in the village paper. It may be thought that so much writing will lessen the work in arithmetic, etc., but many of the exercises will consist of the actual work in history, botany, ethics.

*The Reading of Compositions.*—It was an old rule that each pupil must read his own composition, but very many teachers allow pupils to interchange and read. Most writers are apt to be embarrassed when reading

their own productions; some dread the reading more than the writing. There may be "class readings," in which the pupils sit and read short compositions; there may be a reading before the whole school of some selected composition. It is a mistake to bore a whole school with a dull, thin, very ordinary composition. If these must be read, let them be read "in class."

Let the teacher determine that the sessions of his writing-class shall be interesting ones: he may suggest subjects to his best writers that possess interest just at that time. (In one school, the stove and pipes were out of order, and all the class wrote about them, some wittily some soberly—it was the means of attracting attention to the neglect.) The class should assemble with vivacity, hoping to hear something bright. An interested class in composition writing is possible.—From KELLOGG's "The Writing of Compositions."

## Teaching and Training.

"The mind grows on what it assimilates."—*Sully*.  
"We learn to do by doing."—*Comenius*.

The whole of educational philosophy flows from these two laws, and there is little in methodology that does not deal with their applications.

It is safe to say that all pedagogical error, whether of the family, the church, or the school (for there is pedagogical work done, good or bad, wherever the young are taught and trained), whether in theory or practice, whether past, present, or future, is but a violation, through ignorance, forgetfulness, misconception or unskilful application, of one or both of these laws.

In the family children are, for instance, taught to do or say amusing or entertaining things that will make them objects of interest and admiration to thoughtless visitors. One baby, born with a spirit of mischief, develops a disposition to do the opposite of what she is told to do. This is pronounced "cunning," and the proud mamma exhibits the trait. Baby soon learns that she is admired for it. Emotions of vanity and obstinacy assume a large place in her limited soul-life. The baby has not the full consciousness of the mother. She has no broad experience from which to match characters and make her own comparisons. All that enters her mind is that she is somehow at her best with these people when naughty—that the world warms up pleasantly about her in response to her perversity. This alone she is capable of learning from the sad situation, and—*her mind grows upon what it assimilates*.

Or, a small child has his memory strained with recitations, that he may be considered precocious by the listening circle in the parlor. From the long verses he is capable of getting a few disconnected notions, which, in their disjointed way, become a part of the sum and substance of his mental life. They may be correct or incorrect. There can be no wholeness to a long composition for a little child, and the average selection for this purpose carries its thought and language above the level to which his consciousness has yet made its highest leaps. Here and there he catches a small scrap of the meaning with perfect clearness, and he *vaguely* apprehends still more of the subject matter. What is clear is easily assimilated; what is vague is imperfectly digested; what contains no light at all is rejected; what is misconceived enters into the system, and chance decides whether it enters as a harmless or as a deleterious ingredient. Thus do parents offer to their children's mentality such morsels as they would not dare put into their physical mouths.

In the church the children are taught to recite Bible texts. The one that learns the greatest number gets a prize. Since this can have no earthly relation to present growth other than lies in its power to strengthen the phonetic memory and to excite the spirit of emulation, it must be done with a view to some later effect to crop out of the plantation of idle texts, lying dead in the mind until chance throws upon them the illumination by which they leap to life. This is a pedagogical blunder of the grossest kind, and is common to the practice of



home, church, and school. There is an element of truth behind the argument that defends it, but the truth lies all within the law above stated. The argument deals with a shadowing forth of things to come that is a healthy part of the mental pabulum of childhood. In Baron Munchausen's story of the lion and the crocodile, the geographical background of the scene is such a misty prophecy; necessary to the picture, vague to the young child, yet useful, as dim geographical truth preceding clearer truth. The philosophy of the Sunday schools is that childhood is capable of absorbing the idea of God, and as the practice of Sunday schools becomes more intelligent, it presents this idea in its simplicity, making everything else tributary to it. If a Bible text, or any other verbal form, is committed to memory it should be one that expresses to the child the substance of the day's lesson, or its central thought. Not that every word should be invested with its full dictionary meaning! It is usually enough if the sentence carries its meaning as a whole. This the teacher must see that it does, else it will lie in the memory as a dead weight. Similarly, in a longer composition, such as the recitations before alluded to, the central thought or the general course of the story should stand out in clear consciousness, while its background of dependencies and incidentals may be allowed to fade into indistinctness. The test of literary material to be used in a child's education is not "Does every word fall within the child's own vocabulary?" but "Does the story appeal to him strongly as a whole?" If the latter cannot be answered affirmatively, his mind will seize upon minor incidents, distort them out of their proper relations, and swallow a scrappy diet, upon which it will grow, but grow irregularly. On unilluminated Bible texts it will not grow at all.

Some of the worst errors of the schools are of this same type. A child says, "An angle is the difference in direction between two straight lines that meet," and knows no more what an angle is than before, unless, by some habit of mind acquired through natural tendency or under a good teacher, he pauses in his conning to apply the meaning of the words. There are minds that are not hungry, that do not know the difference between bread and a stone, that feel not their own refusal to assimilate empty words. In the material world they distinguish automatically between the spoon and the pudding. In the thought-world they see no pudding, but cheerfully swallow the spoon. That there are such minds to be found in any of the grades of our schools is evidence of the most blighting kind against all the teachers below them or else against the system that would not let the teachers teach. Any child that will contentedly con a definition that is obscure to him is a living monument to pedagogical stupidity, though the pedagogue may not be directly to blame, having been, *perforce*, but the passive instrument of the public opinion he should dominate instead. A teacher in a lesson-hearing school once said, in tones of weariness, "One of my girls wants to know what makes the Gulf Stream warm. What would you do with a child that asks questions like that?" "Do with her?" was the reply, "I'd try to find a school for her!" The child wanted something she could assimilate, and the teacher could not take time from the recitation to give it to her! That the child felt such a need was a sign of good assimilation in the past. She had entered on conscious growth, than which there is no greater joy. The food of knowledge had become sweet to her, and when the spoon was crammed down her throat she knew the difference and resisted. She was unlike any of her classmates. She had not commenced with them, but in one of the schools of Paris. She was a troublesome little questioner at times, but otherwise a perfect teacher's darling—she apprehended so readily and expressed so aptly, though English was very new to her. Her powers of assimilation were in good condition, never having been stifled with rubbish, as had, more or less completely, those of her mates. She was an example of live growth; they were, for the most part, examples of dead accretion. If her brightness was largely attributable to her schooling, if the difference between her con-

duct as a student and that of her American classmates may be taken as typical of the difference between the average French school and the average American school, we have reason to hang our pedagogical heads, and can only hold them up in proportion as we depart from this assumption. How nearly is it true? The great law, THE MIND GROWS UPON WHAT IT ASSIMILATES, should be written over every school-room door.

Said one teacher to another, "I always gauge a new class before I commence work with it—both as a class and as individuals." "What is the use?" said the other; "you have to give them all the same stuff after all!" The second teacher was wrong in the extreme of her helpless disgust. The first was right in her exercise of what grasp she had upon the children's destinies. Every teacher has some grasp, some little freedom, some choice of methods, some opportunity to reach individuals, some room to obey the great law—but oh, the weight of systems! The teacher who gauges her class and its individuals cannot begin with them just where she should, because she has only so much time, perhaps a year, perhaps a term, perhaps a month to catch up in—and if she loses her place her few opportunities of doing good go with it. She must suffer with them and inflict suffering upon them and do them what good she can and what harm she must, and comfort her conscience as best she may.

The conditions of the system leading to this sad state of affairs are three-fold. First, the system employs a majority of teachers who do not understand the law. The system is not to blame for this, since it cannot get a sufficient supply of those who do. Second, the system makes the average fitness of its teachers one of the chief planks in the platform upon which it organizes, and consistently adapts its government to teachers who do not understand the law. This, too, rather than a fault in the organization, is one of the untoward necessities under which systems themselves have to struggle, and for which the public is to blame in its parsimony toward normal schools. Third, the system must govern impartially, and so subjects its abler teachers to the same narrow regime that controls the less competent. This, too, is rather a misfortune than a fault, and grows out of the same causes. There is nothing that rankles more dangerously than the jealousy of teachers who are incompetent but do not know it. A little more freedom granted to one than to another is so much "favoritism." Not only internal discord, most damaging to the whole work, but external danger, threatens the dispenser of "favors." Cast-iron systems must be cast iron, under the present supply of teaching and administrative skill, and must be immobile in proportion to their size. In small systems a gentle management has some chance of turning self-satisfied incompetency (where it exists) to studiousness; professional rivalry to mutual helpfulness; wordly indifference to a soul-felt apprehension of exalted duty; word-babbling to an appreciation of educational law; weary distaste to enthusiasm. This cannot be done in a large system, except by an individual large in proportion.

The stoniness of unwieldy systems is inevitable until their molecules have individual life through the beneficent work of the normal schools. The effect of these institutions is, as yet, but feeble. The small current they pour into the great sea of demand is almost lost there. The living molecules it supplies soon have the life crushed out of them, or its expression nearly stifled. The graduates of the normal colleges go back in tears to their teachers to say that their principals will not let them do the beautiful things they have been taught. They know the higher law, but are compelled to obey the lower. I hope to see the day when an alumni association of the normal colleges will wrest from the powers that rule them, the liberty that is their professional due. That will be a bright day for the children of our schools. From that time on they will receive more that they can assimilate and less of stony rubbish.

(TO BE CONTINUED.)

## Editorial Notes.

The Tuskegee Normal and Industrial institute, at Tuskegee, Ala., this year graduated twenty-six students representing in all fifteen states and territories. New buildings have been erected, the teaching force has been enlarged, and advancement is evident on every side. During the thirteen years of the school's history, it has received from all sources nearly \$422,000. The value of the labor of the students aggregates \$187,612. With the present class 166 have been graduated from the institution during the year. There are 790 students in the normal department, and 125 in the model school. The commencement exercises this year were attended by more than 6,000 people. The exhibits of the industrial department received deserved recognition.

Pennsylvania college, at Gettysburg, Pa., has graduated thirty students this year. The first honor was taken by Miss M. S. Himes, the first woman who has ever gone through the course.

The move to establish another Catholic summer school in the West stirred up some feeling at the recent convention of Catholic reading clubs. But it was evident that the Western plan had strong support and would be carried out.

Mr. John A. McDonald, editor of *The Western School Journal*, who read a paper on the function of the educational paper in the professional training of teachers before a general meeting of the N. E. A., is about to revisit Scotland after an absence of thirty-eight years.

Mrs. Margaret J. Codd, of Chicago, who has contributed our very interesting lessons on "The Naming of the Days" will give a series during the ensuing year on "The Naming of the Months." Myth, lore, and history will be searched for the most appropriate (*i. e.*, interesting) facts in the connection indicated. Mrs. Codd is a student and teacher of literature and knows where to go for what she wants, besides being able to arrange her material in attractive school-room form.

Brooklyn's reform mayor takes a deep interest in the welfare of the public schools. He will soon appoint a committee of representative citizens to consider the questions of reducing the number of members of the board of education from 45 to 15, and of making one-third of them women. Legislation to this end will be sought if it is deemed desirable.

The following will be the officers of the N. E. A. for the coming year: Dr. Nicholas Murray, Butler, N. J., president; A. G. Lane, Illinois, first vice-president, and the following vice-presidents: G. M. Phillips, Pennsylvania; L. E. Wolf, Missouri; W. A. Bartholomew, Kentucky; W. F. Slaton, Georgia; D. B. Johnson, South Carolina; H. A. Wise, Maryland; W. E. Sheldon, Mass.; S. S. Packard, N. Y.; W. R. Malone, Utah; D. L. Kiehle, Minnesota; F. A. Fitzgerald, Nebraska; Irwin Shepard, Minnesota, secretary, and J. M. Greenwood, Missouri, treasurer.

A most unique Arctic expedition has been undertaken by a shipload of college men, for the most part undergraduates selected from the leading universities of the country. The enterprise is under the direction of Dr. F. A. Cook, ethnologist of the Peary expedition. The youthful explorers have been divided into three classes—(1) the tourists and sportsmen, (2) the scientists and explorers, and (3) the artists. The first will spend three months in the pursuit of reindeer, caribou, polar bears, seals, walrus, arctic hares, ptarmigan, trout, and salmon; the second class will study the rich fossil beds, the glacial systems, the aurora borealis, the geological formations, and the perihelions, and the third will find abundant material in the strange animal types and natural scenery for original work. The course will lie along the Labrador coast, to the west coast of Greenland, past the firds, the Norse ruins to Melville Bay, to the Peary party. Then the Kane, Hayes, and Greely winter quarters will be visited, and, after a tour through Greenland, the homeward trip will be begun, reaching New York about the middle of September.

The trustees of the University of Pennsylvania have resolved to establish a four years' course in natural history under the charge of the biological school. Women will be admitted on the same terms as men, and be equally eligible to the degree. This is the first offer in the history of the university of a college degree for women.

There will be an important conference of educators on the Relation of Education to Ethics. In connection with the School of Applied Ethics at Plymouth, Mass., during the week August 5-11.

Some of the subjects will be, The Industrial, Political, and Ethical Relations of the School to the Labor Problem; The Educational Movement in Europe in Relation to Social and Political Movements, and The School as an Ethical Instrument. Some of the lecturers will be Dr. MacAlister, Felix Adler, Dr. Wm. G. Anderson, Dr. Wm. H. Burnham, Inspector Hughes, and Drs. Ashley and Palmer, of Harvard. The subject of the conference is certainly timely. An earnest and profitable discussion is anticipated.

## Editorial Correspondence.

The school system of London is a mixed affair but very extensive. There are about 800,000 children from 3 to 13, and room in the "board" and "non-board" schools for 700,000; of course there are numerous other schools. The "board" schools are what we call "public" schools; the entire management is under the control of the London school board. The "non-board" schools comprise a class of schools that adopt the same course of study as in the "board" schools, but which are managed independent of the London board; they are paid a sum of money—\$4 to \$5 for each pupil per year that passes an examination; the rest are made up from subscriptions; some are entirely free to pupils; most of these are managed by churches. There are 419 "board" and 568 "non-board" schools. The earnestness of the management of the latter is a striking feature.

I visited a "board" school in Medburn street, Mr. Walter Smith, headmaster. There were large classes of children three years of age. One teacher said she had 80 on her list. It was plain that these young children could not be taught as they needed to be. The older boys had a pretty good chance; at about 12 or 13 years of age they come under the direction of the Kensington school of art and science. This superior institution aids the elementary school by giving instruction in drawing, modeling, chemistry, and physics.

There are six inspectors for the London schools; the oldest is Mr. Ricks. These answer for our superintendents. The school board numbers 55. I attended one meeting in which a change of the directions as to religious teaching was debated. A circular had been sent out to the teachers in which it was said: "While following the syllabus you are at liberty to refer to other parts of the Bible by which the principles of the Christian religion may be elucidated and enforced. These principles include a belief in God the Father as our Creator, in God the Son as our Redeemer, and in God the Holy Ghost as our Sanctifier." "The board cannot approve of any teaching which denies either the divine or the human nature of the Lord Jesus Christ."

This was a great change from the directions settled on in 1871; it was felt by a large class that it was in a sectarian direction. The debate turned on this point. The provision was to be made that those teachers who objected to giving instruction might be excused, but the Rev. Mr. Headlam said such would become "marked teachers," and an excuse would be found for discharging them. It was stated by another that 3,000 teachers had sent in requests to be excused. Hon. Lyulph Stanley, who visited us three years ago, is a member, and showed me polite attention. The debate was peculiar in this: There being two parties (Liberals and Conservatives, we may say), when a member on one side made an emphatic statement the other side would try to laugh it down by loud "hear, hear," which sounded more like "ha, ha, ha," in a derisive tone. It needed a clear head and strong nerve to withstand this. (The term "Hon." has a force in England far beyond what it has in America; it is applied to the son of a lord, for example; Hon. Lyulph Stanley is likely to be a lord one of these days.)

I had some curiosity as to the National Teachers' Union and paid a visit to its offices, 71 Russell square. T. A. Organ, Esq., its counsel, gave me information. It appears to be an association of teachers—the word "union" having the force it usually has when the carpenters', painters', or engineers' "unions" are spoken of. Its objects are (1) to provide a machinery to take action in any matter affecting the interests of members; (2) to raise the qualification of public school teachers and open a career to the best qualified members; (3) to obtain legislation needed; (4) to aid aged teachers, and also orphans of teachers; (5) to raise teaching to a profession by having a register of duly qualified teachers.

Each member pays an admission fee of \$1.25 and an annual fee of \$1.75; 50 cents goes to a "legal" fund to afford legal assistance—for instance, if the teacher is unjustly discharged, or brought before a court for some act in the way of school duty). 50 cents more goes to "parliamentary" fund, to pay those who watch parliament. The effort is to elect two teachers to parliament.

It appears that \$50,000 was received in 1893 and \$46,000 expended. The expenditures for "parliamentary" and "legal" funds, \$25,000; salaries, \$5,500; traveling, \$4,000; postage, \$1,200; office, \$2,500; printing, \$2,000; annual report, \$3,000; balance, \$2,000; pensions and other items, \$3,000; these are round numbers and given to show where the money went.

A great effort has been made with us to place teaching on a better footing, but it has been in the direction of improving the qualification of the teachers; here it has taken the steps the ordinary trade unions follow. The address of the president, Mr. Ernest Gray, at the meeting at Oxford, March 26, dealt with practical matters in a fearless way. It would be a good thing if we would deal with them in a practical manner at our meetings. Without giving an opinion for or against the trade union idea, the aim of the N. T. U., as expressed by Pres. Gray, "to cause school life to be an endless round of happiness and sunshine for children," is one



that should be the motto of every association everywhere. His closing words, "to make our schools more worthy," sound so much like the utterances of THE SCHOOL JOURNAL for the past twenty years that I cannot but believe the N. T. U. is moving toward the right goal even if it is on a trade union track.

I was not fortunate in finding some of the editors of educational papers in their offices. The *Schoolmaster* appears to be in a flourishing condition; its editor is Mr. T. J. McNamara; it is the organ of the N. T. U. Those who have seen it will remember its large advertising patronage. Mr. F. Hodgson, editor of the *Educational Times*, I found a most genial man; this paper is the organ of the College of Preceptors, an institution that does a grand work in the lectures it provides for teachers; it is really a school of pedagogy.

There are other excellent publications, the *Board Teacher*, the *Teachers' Aid*, the *Practical Teacher*, the *Teachers' Monthly*, the *School Guardian* being the most prominent.

I mounted one fine day an omnibus that deposited me at the People's Palace Day Technical school in Mile End Road. Mr. D. A. Low, the headmaster, conducted me through the rooms where manual training, as we would call it, was being given to classes of boys; the instruction in wood and iron work, and clay, drawing and gymnastics as well as mathematics, etc., appeared to be most efficient. Not so extensive as in the manual training schools of Philadelphia, for example, but the class of pupils is different; it is drawn from the "East End," the poorest part of London. The building is an expensive one, but not well designed for a school building. About 400 pupils were in the classes; they prepare to become engineers, draughtsmen etc.; the course lasts three years. The night schools have 800 pupils. The Drapers' company give it \$35,000, the government "grants" are about \$10,000. Baths are furnished in another part for four cents; concerts in the large hall for four cents. It is a noble enterprise.

A. M. K.

### University Convocation at Albany.

The thirty-second convocation of the Regents of the University of New York opened on the 5th inst.

Chancellor Upson, in his annual address, suggested a transfer of the powers of the superintendent of public instruction to the Regents in order to do away with any possible conflict between the two departments. The idea seemed to find general favor.

Chancellor J. H. Canfield, of the University of Nebraska, Prof. J. W. Winks, of Cornell University, Charles Kendall Adams, of the University of Wisconsin, and President Baker, of the University of Colorado, participated in a discussion on the policy of the state toward education. Chancellor Canfield said that the state owed a proportionate attention to the high school as well as to the elementary schools. Supt. Crooker's recent report, of which an abstract appeared in THE JOURNAL, came in for a good deal of severe criticism.

Principal J. E. King, of the Fort Edward Collegiate institute, offered a memorial to be submitted to the constitutional convention, which asks:

First.—That in rewriting the constitution, the Regents shall be recognized as a part of the organic structure of the commonwealth, the terms of their office and their compensation being prescribed and their powers, prerogatives, and duties being defined.

Second.—That among the powers and duties of the Board of Regents shall be the election of the superintendent of public instruction.

Prin. King's propositions were well received and unanimously adopted.

President Andrew S. Draper, of the University of Illinois, was warmly welcomed by the representatives of the state whom he had served as superintendent of public instruction. He spoke on "The Inception of an American State School System." A state school system, he believed, should be one which resulted from the exercise of authority and the powers of the state. This policy of leaving the sovereign power upon all school questions with the several states was wise. They should not cede it to the federal government, nor to any county, city, or town government below them.

Dr. Draper emphasized that no educational system was complete which does not begin with the kindergarten and lead up to and include the university. He regretted (evidently referring to Supt. Crooker's report) that the propriety of appropriating state moneys for the support of high schools and academies was being called in question, and the suggestion even made that the money which New York devoted to the support of liberal learning might be better used to enhance the poor salaries of the teachers in her elementary schools. New York could well afford to do all that needed to be done to support the symmetrical state school system which she had erected.

The question of free public high schools was outlawed, and any question about free public universities practically was settled. Nearly every one of the great progressive states west of the Alleghenies was putting the money and the constructive genius and energy of its citizens into universities which formed the heads of

state systems of instruction, and promised in time to rank with the foremost universities of the country.

Pres. Draper in the course of his address gave some interesting bits of history relative to the early Dutch and English settlers of this country to whose efforts and influence he ascribed the inception of the "free education" idea. "For the initial and decisive step which led to a state system of elementary schools," he believed, "we are primarily indebted to the Regents of the University. In their report to the Legislature in 1793, 1794, and 1795 they urgently represented the necessity of state action for the organization of a general system of elementary schools. They were the foremost men in the state, and they were the custodians of the educational interests of the commonwealth."

One session was devoted to a discussion of the report on secondary school studies by the "Committee of Ten." Supt. John Kennedy, of Batavia, was the first speaker. The discussion was participated in by Supt. Henry P. Emerson, of Buffalo; Prof. O. D. Robinson, of Albany; Prin. Charles B. Scott, of St. Paul, Minn., and Dr. John S. Clark, Boston.

The question, "Should not the Colleges be Adjusted to the Existing High Schools Rather than the High Schools Adjusted to the Existing Colleges?" was briefly treated by Supt. R. R. Rogers, of Jamestown.

Bishop Doane, of Albany, delivered an address declaring that there should be no religious teaching in the public schools.

Prof. Benjamin I. Wheeler, of Cornell, discussed the bearings of the report of the "Committee of Ten" on the future significance of the baccalaureate degree.

Prof. Henry M. Tyler, of Smith college, spoke on the subject of "Crowding Preparatory Courses."

Prof. George P. Bristoe, of Cornell, spoke on college entrance examinations. He advocated the acceptance in part, at least, of the diplomas given to graduates of high and other preparatory schools.

Prof. Adolph Cohn, of Columbia college, in his paper on the subject: "Which Modern Language Should Have Preference in the Secondary School When Only One Can Be Taught?" suggested that the German language should have the preference. Prof. Wells, of Union college, agreed with him.

Pres. G. Stanley Hall, of Clark university spoke on child study.

Prof. George P. Bristol, of Cornell, in a paper gave it as his opinion that the high schools can teach in two years sufficient Greek to satisfy reasonable requirements for entrance examinations. Prof. Andrews, of Colgate, thought that a three-years course was better. Prof. Farr, of Glens Falls, recommended more time should be given to Greek.

A resolution of Prof. Oakley, of Little Falls, that the Regents ascertain what Latin authors the colleges of the state would accept as a substitute for the four books of Caesar's Commentaries, was adopted.

The first woman speaker was Mrs. Winifred Edgerton Merrill, of Albany, who read a paper on "A Field for Married College Women," in which she expressed the hope that a piece price plan would be adopted in business houses, so that married women could go for a few hours a day and work as bookkeepers and fill other places.

Prof. Waldo S. Pratt read a paper on "The Place of Music in the Higher Education." Prof. Walter F. Wilcox, of Cornell, spoke on the social sciences. Miss Jane M. Slocum discoursed on social economics for women, and Dr. James G. Whitney, of Rochester, spoke on the subject of university extension. Papers were also read by Director J. R. Parsons, Jr., of the Regents' Examinations; Dr. D. C. Farrel, of Glens Falls; Prof. John F. Woodhull, of the Teachers college, New York city; Prof. C. T. R. Smith, of Lansingburg; and Prin. James T. Edwards, of the McDonogh school, Baltimore.

President Seth Low, of Columbia college, was called upon to explain why Columbia college had established a chair of sociology. He said that New York city offered a fine field for the studying of social diseases, which it was proposed to utilize. He hoped this study would be of some value. The speaker referred to the constantly changing economic condition, and stated that in half a century 50 per cent. of the capital of the world had been destroyed and lost, and 40 per cent. of the laborers of the world had to readjust themselves to new conditions, owing to the rapid advancement of the sciences.

The convocation adjourned on the 7th inst.

The number of cooking schools in Germany and Austria is estimated at about 150. The best of these schools are at Vienna, Berlin, and Leipsic. A man who wishes to become a chef must begin at the very bottom of the ladder—at peeling potatoes—and work up round by round, to the top. A course of schooling, as strict as that of any polytechnic school in this country, must be followed for four years before the student can get a diploma.

It is said that the first theological seminary in this country to open its doors to women was the Meadville, Pa., theological school, which graduated two women in 1885.

The graduates of Yale university for the present year number 499 out of a total membership of 2,188, the largest class that has yet been graduated from the university.

The technical committee of the Liverpool city council, having placed a sum of money at the disposal of the senate of University college, Liverpool, a course of eight Saturday morning lectures was given by Professor McCunn on Pestalozzi, Fröbel, Locke, and other great educational theorists. Dr. Fitch also delivered lectures on the "History of Popular Education in England." The example of Liverpool might be followed by American cities. The teachers have begun to take an interest in the history of education. That should not be allowed to die out again. Encourage it by all means! It means advancement.

When tracing the sources of tardiness it may be well to take a hint from *Truth* which prints this brief conversation: Merritt—"How is it, Johnny, that you are such an inveterate young enemy of mine? I have never done anything to you." Little Johnny—"Yes, you have. Whenever you come to see Cora she puts the clock back. That makes me late for school the next day, and then teacher licks me."

Radcliffe college, formerly the Harvard annex, numbers nearly 300 students and commands the services of forty-seven Harvard professors and assistant professors, and twenty-nine instructors, according to the *Philadelphia Ledger*. Harvard is in no way co-educational, but all the examinations of Radcliffe are of the same grade with those of the university and the courses of study are most of them identical. Fay house, Radcliffe's most important building, is a beautiful old house facing Cambridge Common, and it is almost under the very branches of the famous elm where Washington first took command of the American army. Broad halls, the drawing-rooms and auditorium, the wide colonial stairway and most attractive lecture rooms, occupy two stories. The botanical laboratory and fine art rooms come next, and the library, a fascinating place with its embrasured windows, deeply cushioned seats and big open fireplace, are on the story above. In the basement are the housekeeper's rooms, and there the girls who come from out of town for the day may have their luncheon served. Besides Fay house there are the chemical and physical laboratories, and last year another building was added for lecture rooms. Many of the students come from Boston and its suburbs every day, and one from as far as Providence, going back and forth daily. But more find boarding places, or rather homes, in Cambridge, in the families of ladies, often well known in society there, who frequently matronize the girls there under their care.

### Truancy in New York City.

The Truancy department was organized in 1870 to enforce the law of compulsory education. During the first five years of its existence the number of children arrested for vagrancy averaged 1,221. Last year only 496 were committed or held for examination.

The following summary of the work done by the thirteen truant agents during the past year is taken from the last report of the board of education:

Total number of visits made	46,685
To homes	9,109
To shops and factories	2,431
To schools	9,109
Cases investigated and closed	15,315
Here are some of the causes for non-attendance at school:	
Children kept at home by poverty	60
Children kept at home by sickness	2,915
Children kept at home for domestic service	4,756
Children whose residence could not be found	1,744
Children found to be truants and placed in school	2,843
Neglected or friendless children, found to be truants and committed to institutions	60
Children taken from workshops	322
Children physically or mentally disqualified	9

The methods pursued by Mr. John S. Kitcham and his twelve associates who compose the truancy board, are worth adopting elsewhere. Formerly the truant was escorted to the school and placed in a class by the officer, the teacher signing for his return. Although he might have been doing nothing worse than sitting on a log, looking at the ships in the bay, the mere fact that an officer of the law had brought him to school was a disgrace that he was not permitted to forget. His playmates pointed the finger of scorn at him, and some unthinking teachers resorted to the fact in times of trouble. The usual result was that the little fellow went from bad to worse. The fate of the girl "brought" back was rarely happy.

But all that is changed now. Agents begin their work about ten minutes after school time. This gives the tardy pupils a chance to be in or near the building and is about the time the determined truant has arranged his program for his outing. The

agent knows the truant at a glance, and asks him to give an account of himself. No time is wasted in suspicions. This method saves a deal of time and discourages falsehoods. Convinced in a few words that his course is a bad one, that it doesn't pay, that it is his business to go to school, and that if he doesn't attend to his business the agent will attend to him, the culprit soon concludes it is best to return to his class-room. When told that on his word of honor he will be trusted to return to school alone, the truant rarely fails to keep his word.

About the only children who do not respond to this system of confidence are the pitiful class from whom wrongdoers are matured, variously known as pavement children, children of the street and children of nobody. All that can be done to discourage their truancy is done, but it is very little.

In the work of returning children to school nearly every truant agent has a certain amount of charity work to perform. They carry food-tickets, which provide lunch for the children and often dinners for whole families. Then, too, each agent is in communication with all the benevolent and charity organizations in the ward and through their influence needy children are not only dressed and fed, but given such medical treatment as their cases require.

### Brooklyn.

Mayor Schieren has asked seven public-spirited citizens to act as a committee to investigate the public school system of the city and compare it with those of other cities. He said that he had heard much criticism of the school system of the city, and many assertions that it was far behind that of other cities. He proposed to have the committee determine if the board of education is too large, whether there are too many studies in the higher grades, what can be done in the matter of introducing kindergarten training, and whether the manual training department is of enough value warrant spending money upon it. Three of the men named on the committee are at the head of leading institutions of the city. The *New York Times* printed a long article, explaining the statement of President J. Edward Swanstrom, of the Brooklyn board of education, to the effect that the public school children of Brooklyn are overburdened with books and have more studies than they can intelligently cope with. Mr. Swanstrom on his recent election to the presidency of the board declared that the 102,000 public school pupils of the city were kept on the jump from one study to another, and at the end of the week were dazed by the variety of subjects set before them. He called on the board, in urgent language, to institute a radical revision of the entire public school curriculum.

"The school children," President Swanstrom is reported as saying, "have learned nothing thoroughly. The results, so far as training the powers of observation, the memory, the expression, and the reasoning powers are concerned, have been almost nothing. The demand is general that our course of study shall have in it more of substance and less of ornament."

Supt. Maxwell, according to the *Times* charges that the principal trouble is not with the course of study, but with the teachers.

### New York City.

Cooking is taught at the new public school, corner of Bayard and Mulberry streets. Miss Ella Baylos is the teacher. The kitchen has a gas and coal range and marble top tables. It is located in the garret, off the gymnasium; adjoining is the workshop, where the boys study carpentry, and the room where the pupils "muddle" in clay, as a small girl is said to have put it. The new departure has been watched with interest. It is in every way a success that should encourage other schools to take a hand too.

### Music Teachers' Meeting.

The Music Teachers' National association was in session at Saratoga Springs, N. Y., last week. The meetings were largely devoted to music. Several instructive papers were read, among them one by Mr. Morris Steinert, of New Haven, that deserves special mention. The subject was the history of the pianoforte. Mr. Steinert had brought with him a number of the superb collection of the archaic-keyed instruments which he exhibited at the World's fair last summer, and as he discussed the development of the instruments which preceded the pianoforte he improvised upon them, thus exhibiting their characteristics of tone and action. The association named as its president for 1895 Prof. Albert A. Stanley, of Ann Arbor, who occupies the chair of music in the University of Michigan. Secretary H. C. Perkins, of Chicago, Ill., was re-elected. The executive committee includes A. Waldauer and E. R. Kroeyer, of St. Louis, Mo., and J. F. Von Der Heide, of New York city.

When weak or worn out, Hood's Sarsaparilla is just the medicine to restore strength.



## Crumbs From the N. E. A. Table.

The country school must be organized.—*White.*

To-day the United States is in New Jersey.—*Poland.*

Alas for the literalness of the human spirit.—*Cook.*

System must go by state authority into the country school.—*White.*

The essential thing is a professional training of the teacher.—*Maxwell.*

Evolution has taught the teacher that she is to be henceforth its chief agent.—*Hall.*

How are we to provide a trained teacher for a school of two pupils?—*Hinsdale.*

Any special sympathy expended on the country schools is sympathy wasted.—*Drafer.*

Skill in numerical processes is the chief end of elementary training in arithmetic.—*White.*

Give a steady rhythm and you give a poise and control that nothing else can give.—*Hall.*

The artist-teacher—happy union of the cultivated brain and the loving heart!—*McLellan.*

The rocking-chair is an important educational instrument; it is an instrument of rhythm.—*Hall.*

Back of any discussion of the school question lies a great body of sociological facts.—*Hinsdale.*

The thing that we are neglecting most in the rural districts is the training of the teacher.—*Drafer.*

There will be failures in any line of teaching because not all teachers are up to the level.—*Rounds.*

We have no right to teach anything that doesn't go through the intellect and reach the heart.—*Hall.*

The graded system is all the time discouraging slow pupils and giving the bright ones listless habits.—*Harris.*

The country school problem does not begin to offer the difficulties that the city problem does.—*Drafer.*

The early normal graduates found a very stubborn and substantial fact in the limitations of childhood.—*Cook.*

The question of grading will solve itself, provided you have the right kind of a teacher at the head of the school.—*Maxwell.*

No one who actually knows the old-time, unclassified school can commend the progress of nine-tenths of its pupils.—*White.*

I know of no successful attempt in the country to grade the country school by a term interval between the classes.—*White.*

The principle that every child has an inalienable right to an education and a training for citizenship must be maintained.—*Lane.*

Common school progress is necessarily slow. It is the resultant of a multitude of forces, aiding and opposing one another.—*Peabody.*

The country school offers opportunity for the individuality of the teacher and the larger individuality of the pupils themselves.—*Harris.*

Earnest teachers who cross half a continent, and spend half a vacation asking for bread at a summer school should not get a stone.—*White.*

While Germany can count 95% of her teachers as fairly entitled to be called professional, we cannot count more than one-tenth as many.—*Cook.*

It will be found, in practice, that most pupils will be ready to pass the grade line in all subjects at the same time, but this result should never be forced.—*White.*

We shall never bring up the country schools to the proper level until we have a system of inspection emanating from the central state authority.—*Maxwell.*

Psychology is the science of the mind; the work of the teacher is the systematic evolution of the mind, the conclusion is irresistible—study psychology.—*Cook.*

If I had a piece of literature to teach and it did not touch my heart and my imagination I'd climb the very heavens for the spirit of it before I'd dare teach it.—*McLellan.*

The system of the graded school has acted like a millstone on the necks of teachers and pupils alike.—*Trudele.*

The educators of the country lack the courage of their convictions to advocate central authoritative action, cooperating all means of promoting the education of the youth.—*Drafer.*

The soldier has gone west on a mission of danger and death; the teacher has come east on a mission of peace and good will to men. Which is the more potent force in civilization?—*Poland.*

We have in Dr. Harris an instance of an educational policy that has risen superior to political interest. Nominated by the teachers of this land to the highest educational position in the land, he has retained it under the administration of successive and opposing parties.—*Lane.*

## Correspondence.

There seems to be a controversy on the question when to begin geography. Some say begin it in the kindergarten, and some say, "Don't begin it until the children are old enough to grasp it," evidently meaning sixth or seventh year. How is it that equally good educators seem to differ on this point?

M.

It is a seeming difference only. No one advocates teaching continental structure or political divisions in the kindergarten. Little children, however, can learn much about the races of men and the climate, fauna and flora of the several parts of the globe these races inhabit. Similarly, they can be interested in the primitive life of past times, and thus enter the study of history. But this study is not systematized as in the higher grades. It is not what is called scientific geography, etc. It is desultory, from the geographer's standpoint, and its main object is the training of the faculties, rather than the mastery of a subject. If any subject is aimed at in this work, it is rather one of the three R's, or what is familiarly called "language work" than geography itself. Geographical and historical themes offer subject matter for reading and composition, and can even be made to yield much number work. Geography as treated in text-books is, as yet, far beyond the grasp of the children. While these themes are being used for immediate culture purposes, however, they also form not only an excellent, but a necessary preparation for the study of scientific geography. The reason text-book geography has proved such a farce in the intermediate and grammar grades is, because this preparation has been lacking. The geographical imagination has not been cultivated, and the elementary facts of geography have not been taught at the proper time and in the proper way.

What can a substitute do in a first-year class?

B.

Tell the children a story. Have them tell it back to you. Put enough of their sentences on the blackboard to embody the story pretty well. Let volunteers read the sentences. Select a suitable sentence from the lesson for an exercise in penmanship. Clear the blackboard, draw the lines, and write the sentence between them, in irreproachable script. If slates are not ruled, give a lesson in ruling slates. Don't look for perfect work, but encourage those who try, and thus get the best you can. Have the children write the sentence. Show them how to form the letters, one stroke at a time. Never mind whether they have ever had a writing lesson before or not. If the lines are of their own ruling, only one set should be ruled at a time; otherwise they will be rubbed. Ask how many words in the sentence; how many letters in each word; how many in any two; how many will be left if one or two are erased from a given word; how many lines had to be drawn in order that one line of words might be written. Who remembers how many sentences there were in the reading lesson? who remembers how many words the first sentence contained? how many feet did the goose in the story have? how many toes on each foot? how many toes on both feet? etc., etc., etc. Let them draw two geese and write under the picture:

1 goose and 1 goose are 2 geese.

1 feet and 2 feet are 4 feet.

1 head and 1 head are 2 heads.

2 wings and 2 wings are 4 wings, etc.

If necessary, set a copy for the writing, but let them draw without a copy. If you are an artist, show them afterward how to draw a better goose. Ask how a goose walks; how it flaps its wings; how it hisses. Let individual pupils illustrate. If your control of the class is good, so that you can indulge them in a little fun, let all stand and go through these motions for physical exercise. Ask them how long a goose can stand on one foot. Tell them to try it and see. They will all fall into the trap. Tell them what geese they have made of themselves and let them laugh—no better physical exercise. Then tell them to be *children*, not geese, and hold their heads up very straight. Let them try if they can sit as straight as they stand. Have a song or two, to gently banish the spirit of laughter before setting to work again. Pick up the nearest small object and ask number questions upon it: how long (in inches) how wide; how thick; length, width, or thickness of two; probable price; price of two; how many parts; how many similar parts have two; write on the blackboard,  $2+2=$ , leaving a space for them to fill presently; ask other questions and write other problems; let them copy for busy work; let those who try the hardest put their work upon the blackboard.

There is no particular system in the above program. It is only a random suggestion of how a substitute, confronted with a "situation" for which she is unprepared, may catch at the first inspiration that suggests itself and make it supply a morning's work.

I am delighted to have the opportunity of reading your excellent paper. I have almost revolutionized my manner and method of teaching since I began taking it.

ETHAN S. SMITH.

## Literature in Country Schools.

As a beginning, let the teacher choose a fairy tale from which a moral can be drawn, or a story from one of the many excellent papers for the young now published in the United States. A story of some heroic deed or of adventure, takes the pupil away from the petty cares of school life, and brings his nobler qualities to the surface.

The teacher can gradually lead his pupils up to such reading as will tend to strengthen and cultivate the mind; for it is thought awakening reading that makes mental force. It is this that educates the child; and I think it is as easy a matter to awaken a pupil's interest in history, poetry, or the best prose literature as to stir it in any less worthy line if only care be taken in the beginning.

Let our teacher set apart two or three hours each week for reading and it will realize great results in a term and wonderful results in one year.

The talk between teacher and pupils of what has been read is one of the best ways of building up knowledge and thought in the mind. The opportunity for such conversation is greatly to be prized, and will be earnestly sought by the pupil.

Thoughtful reading may be said to bear a double gift. It not only gives mental growth, but growth of character as well.

I repeat, let our teacher spend less time upon circulating decimals and their kind and more upon American literature; as the result your pupils will surely rise up and call you blessed.

N. L. R.

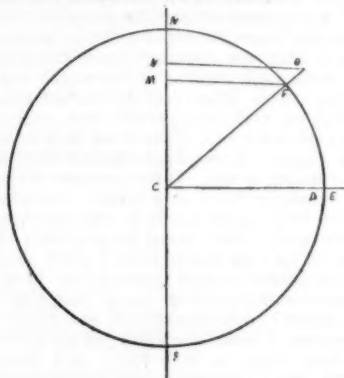
## Falling Bodies.

In THE SCHOOL JOURNAL for April 21 appeared an article with the above heading, in which Mr. Franklin A. Becher discusses a rather interesting question. He sets out to investigate why a body, falling freely from a height, does not take an absolutely vertical course, but moves somewhat to the eastward. The explanation, I believe, was correct, but perhaps a further consideration of the subject may be useful.

A little time ago I heard this question discussed: Suppose a hole were bored through the earth, along a diameter, and a body were dropped into it; what would be its motion? In the discussion arose the additional query, Would it strike against the side? The answer was in the affirmative, for reasons similar to those given in the article above-mentioned.

However let us return to the body falling from a tower, and ask, *How far will it move to the eastward?* In any particular case.

The earth's circumference is about 25,000 miles, and as one revolution occurs every 24 hours, points on the equator must travel more than 1,000 miles an hour. Let us, however, be more exact. Let NS in the figure represent the earth's axis, D a point on the equator and CD a radius. Also let DE be the tower (much exaggerated) at the equator.



Taking CD as 4000 miles, or  $4000 \times 5280$  feet, the length of the equatorial circle, which D traverses in 24 hours will be

$$2\pi P \times 4000 \times 5280 \text{ feet,}$$

where P is the ratio of circumference to diameter, approximately 3.14159. As there are  $24 \times 60 \times 60$  seconds in the day, the velocity of D is

$$\frac{2\pi P \times 4000 \times 5280}{24 \times 60 \times 60} \text{ feet per second.}$$

This is 1535.89, or say 1536.

Let the tower be 1000 feet high. The distance of its top from the axis is  $5280 \times 4000 + 1000$  feet, and its velocity is

$$2\pi P (4000 \times 5280 + 1000) \text{ feet per second.}$$

$$24 \times 60 \times 60$$

Reducing this expression we find that the velocity of the top is greater than the velocity of the base by .073 (nearly) feet per second. If the tower were 500 feet high, this velocity would be only half as great, and so on proportionally.

To find the time a body takes to fall a certain space, the ordinary formula is  $s = \frac{1}{2}gt^2$ , where  $s$  is space in feet,  $t$  is time in seconds, and  $g$  the acceleration of gravity, in English measures, about 32. Taking the acceleration constant through this extra distance, and substituting in above we find to fall 1000 feet almost 8 seconds would be required. Hence while falling 1000 feet vertically it will move eastward, in 8 seconds,  $.073 \times 8 = .584$  feet, or 7 inches. If the tower were 400 feet high the horizontal velocity, relative to the base, would be 4-10 of .073, or .029 feet per second and as the body would reach the ground in 5 seconds, the entire distance eastward that the body would travel, is  $5 \times .029$  feet or  $1\frac{1}{4}$  inches.

But let us now consider the effect of a change in latitude. Let the tower be in position FG, the latitude being determined by the angle FCD. It is easily seen that the distance of the base from the axis is now FM, and that of the top of the tower is GN. Also FM is equal to FC  $\times$  cosine of angle FCD. Hence our formulas above must be modified by multiplying the heights by cosine FCD. Now the velocity varies with the height, and so to obtain the velocities for the latitude of F we must multiply our former velocities by cosine FCD.

For Toronto the angle FCD is  $43^\circ 39'$ , for New York, a little less. Cosine of  $43^\circ 39'$  is .727.

Hence at Toronto, for a tower 1000 feet high, the velocity of the top relative to the base is  $.073 \times .727$ , or .053 feet per second. In this case, then, in falling 1000 feet, the body would deviate from the absolute vertical .053  $\times$  8 feet, or 5.1 inches; while for a tower 400 feet high, the deviation would be only  $1\frac{1}{4}$  inches.

Thus it will be seen that, though we cannot doubt the existence of this horizontal velocity, yet the effects are so small that they cannot be observed directly. Even the tremor of the hand dropping the object, or the smallest air current would produce a much greater effect.

C. A. CHANT.

## New Books.

John N. Tilden has chosen the very modest title *A Grammar School Geography* for his recently published text-book. At the outset it may be said that his book is of unusual excellence from the fact that it describes the earth at the scene of man's activity. It is all very well to treat of the political and physical aspects of the subject as has been so well done in the geographies, but it is commerce after all that underlies all, and determines the political and other relations of between the different countries. This geography is descriptive, industrial, and commercial; it makes the pupil acquainted with things he will be reading and learning about all his life through newspapers, conversation, and books. Hence it is intensely practical. The opening chapter gives definitions of terms used in production and exchange. Then comes an historic outline of industries and commerce; then descriptions of the great commercial staples, divided into food substances, clothing materials, mineral substances, and miscellaneous commodities. Following is a very full description of the United States and the British Empire, also descriptions of other countries, as Germany, France, Spain, and other European countries, South American republics, Asiatic countries, etc. At the close there is a condensed presentation of mathematical and physical geography. The maps and illustrations are new and striking. Most of the pictures have reference to industrial pursuits. An attractive feature consists of portraits of such men as Ericsson, Edison, Howe, and Whitney. (Leach, Shewell & Sanborn, Boston, New York, and Chicago. \$1.25.)

A study in fifteenth-century English is given in *The Inflections and Syntax of the Morte d'Arthur of Sir Thomas Malory*, by Charles Sears Baldwin, tutor of rhetoric in Columbia college and instructor in English literature in Barnard college. Malory's book is interesting to the student of the development of the English language because it is a type of the transition period between Chaucer and Spenser, of the progress of middle English toward modern English. To develop a coherent account of the syntax, particularly the neglected parts, such as strong verbs, auxiliaries, etc., is the primary concern of the present work. By limiting the discussion to one great text and one line of investigation, the author has succeeded in attaining some degree of completeness. The book aims to be of service for reference and comparison, not only to those engaged on the language of the fifteenth century, but to all students of English syntax. (Ginn & Co., Boston. \$1.50.)

Supt. Guy P. Benton, of Fort Scott, Kansas, has devised a *Monthly Estimate and Promotion Record*, the outgrowth of a number of years' successful experience with final estimate sheets arranged on a similar plan. The record enables the teacher to keep a thorough and systematic record of each pupil's standing with only a comparatively small outlay of labor. Many teachers have given the plan their approval. (Guy P. Benton, Fort Scott, Kan.)

Henry Austin Adams, sometime rector of the cathedral church of St. Paul, Buffalo, N. Y., and the Church of the Redeemer, New York city, is the author of a little book entitled *The Larger Life*. In this he treats such subjects as rush, rust, tact, contact, aims, ends, etc., noting some of the peculiarities and tendencies of the age. The essays are marked by a deeply religious sentiment, are in fact the product of a poetical thinker, and will be helpful to many who are striving for a more perfect life. (J. Selwin Tait & Sons, New York. \$1.00.)

A maximum of theory and a minimum of practice will scarcely lead to perfection in any art, and especially in the difficult art of composition. To start the student on the road to successful work in this line is the object of *Outlines of Rhetoric*, by Prof. John F. Genung, of Amherst college. Its aim is, while giving compendiously what is necessary for rhetorical theory, to accompany this at every step with written exercises, both critical and constructive, designed to cultivate in progressive and systematic order the student's sense of the leading requisites of composition. In the theoretical part the principles of rhetoric are given in the form of rules which are printed as side-headings, and numbered consecutively from the beginning to the end of the book. Each rule is accompanied by a brief paragraph of explanation and illustrative examples. In regard to the practical part, it may be said that the exercises are not found on single rules, but on groups of rules, the groups representing some prevailing procedure, or quality of style or mental attitude so that in correcting the student must discriminate. The sentences requiring correction are also made so that the student must constantly review what has gone before. Moreover the pupil's time is not wholly taken up in this critical work which is likely to become dull and tiresome if long continued, but he is given constructive work to do. This increases in quantity the farther he proceeds in the study. This plan will be approved by teachers, who know its value both from their own and others' experience. An important feature of the

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(CONTINUED FROM PAGE 64.)

book is a glossary explaining certain words, synonyms, idioms, and phrases. (Ginn & Co., Boston. \$1.10)

While it is true that the gods of Greece and Rome do not exercise the power over men that they once did, they are not dead, for they live in literature and art and will for all time. Moreover the lessons to be drawn from these old tales are as valuable as they ever were. H. A. Guerber, lecturer on mythology, has prepared a book on the *Myths of Greece and Rome*. The aim of the author has been to present a complete and entertaining account of Grecian and Roman mythology in such a manner that the student will appreciate its great influence upon literature and art. The better to impress this fact upon the student, appropriate quotations from the poetical writings of all ages, from Hesiod's "Works and Days" to Tennyson's "Ænone," have been inserted in the text, while reproductions of ancient masterpieces and noted examples of modern painting and sculpture have been



THE THREE FATES.  
(From "Myths of Greece and Rome." American Book Co.)

used as illustrations. The myths have been told briefly, accurately, and graphically, preference being given to the version that has produced the greatest works of art. Both the Latin and the Greek forms of proper names are given, but the Latin names are usually retained throughout the narrative, because more frequently used in poetry and art. The closing chapter gives an analysis of myths by the light of philosophy and comparative mythology and the philological explanation of the stories related in the preceding chapters. A map, genealogical table, etc., will greatly aid in the study of the subject. The book is noted for the good judgment displayed in the selection of the myths and the poetic quotations, the directness and simplicity of the style, and the excellence of the illustrations. It will be valuable not only in the school but in the library as a book of reference. (American Book Co., New York, Cincinnati, and Chicago. \$1.50.)

It was Lord Byron who, when smarting under the severe criticisms of his "Hours of Idleness," wrote:

"Men serve their time at every trade  
Save censure; critics all are ready made."

Many a man who has had the pet children of his brain severely

and perhaps unjustly dealt with by a critic has felt as Byron did. Still it must not be thought that critics should have no place in the world of letters. They have played a very important part in the shaping of literary products. In France they held the drama closely down to the classical ideal. The dramatists in England broke away from this rigid rule. The study of what men's ideals of literary art have been at different times is a very interesting one; it shows why certain works were written at certain times, and why, for instance, they are pervaded by classicism, romanticism, or realism. An important book in this line is *Studies in the Evolution of English Criticism*, a thesis presented to Yale university in candidacy for the degree of Doctor of Philosophy, by Laura Johnson Wylie. The book represents a great amount of research and contains much original thought. The chapters treat of John Dryden, the evolution out of classicism, the German sources of Coleridge's criticism, and Samuel Taylor Coleridge. Incidental to the work of the two great critics, Dryden and Coleridge, the writings of other critics are considered and the influence of the Germans and the French on the course of English criticism is traced. The reading of this book will prove of great benefit to the student who wishes to trace the ideas underlying the development of our literature. (Ginn & Co., Boston. \$1.10.)

The importance of the instruction in the lower grades of school has turned the minds of some of the best teachers to a study of principles and methods, with special reference to the needs of the younger children. Among these is S. B. Sinclair, M. A., vice-principal of the Provincial normal school, Ottawa. In the little volume, entitled *First Years at School*, he has produced a manual for primary teachers, every statement and suggestion of which has been submitted again and again to the tests of actual experience and careful criticism. The oversight of four hundred children, who are putting in their first year at public school, has given the author a rare opportunity for observation and for study of the best means for their development. The young teacher can feel, therefore, in adopting his methods that she is not trying any haphazard experiment, but those that, in actual use, have led to good results. The author does not lay so much claim to originality as to reliability. The book furnishes safe guidance through many of the perplexities that the primary teacher is likely to meet. (E. L. Kellogg & Co., New York and Chicago.)

Those who wish a concise presentation of the life and educational ideas of the great educational reformer *Comenius* will find it in the volume by Prof. S. S. Laurie, of the University of Edinburgh. The life was written entirely from original sources but no attempt is made to give an account of the ecclesiastical relations of Comenius. In making the extracts from his works, the aim has been to omit nothing essential. The Reading-Circle edition, now before us, differs from those hitherto published mainly (1) in being indexed by head-lines, (2) in the insertion of five portraits, and (3) in the addition of a bibliography of some length, with photographic reproductions of pages from early editions of the works of Comenius. (C. W. Bardeen, Syracuse, N. Y.)

Since the remarkable growth of the newspaper publishing business during the past fifty years, the writers for the press have increased to a vast army, and journalism may now, with some degree of propriety, be called a profession. How can I become a member of this great body of workers? is the question that confronts many a young man or woman. Edwin Llewellyn Shuman answers it in a little book which he calls *Steps into Journalism*. He is at present an editorial writer on the *Chicago Journal* and tells us that he has passed through a series of promotions from printer's "devil" to managing editor. To one who has read the book this information is superfluous, for it bears the impress on every page of the author's intimate knowledge of newspaper work. This is one of the few practical books that have been written on this subject. The information is detailed and valuable. The young man or woman who follows his advice would escape many of the pitfalls into which the novice is likely to fall. Of course no amount of knowledge of this kind can make a journalist; practice must do that. But the possession of it will enable the aspirant to judge whether he or she would like to pay the high price required of one who enters life as a newspaper writer. The author takes pains to impress the fact on the novice that the service required is very exacting. There are some plums at the top, but only a few can climb high enough to reach them. Those who have an eye on the journalistic profession, and those already in it who wish to rise, may gather some important hints from this book. It is the outgrowth of a course of instruction in journalism conducted by the author in the Chautauqua assembly at Bay View, Mich. (Correspondence School of Journalism, Evanston, Ill. \$1.25.)

Prof. R. W. Moore, of Colgate university, has written a *History of German Literature*, comprising a series of lectures giving in concise and attractive form an account of that literature from the "Nibelungen Lied" to the work of Paul Heyse. The division

into periods and the careful statement of the history of each period effectually guard against confusion in the mind of the reader. The biographies are written with careful attention to all the important facts, while the abstracts of the principal works give the student a most profitable view of the best productions of German genius. Several of the rhythmical translations are by Mr. Henry D. Gray, '97. The numerous photographs which accompany the lectures are reproductions from the great German artists. (Colgate university press, Hamilton, N. Y. 75 cents.)

In the historical works that Justin Winsor has given to the world he has shown very little respect for the fine spun traditions that have gathered about certain characters. His object has been to get at the truth, no matter how much it conflicted with previous conceptions of men and events. This is the true scientific spirit: it has demolished some idols, but it has performed an important service. The same thoroughness, the same disposition to throw all the light possible from existing records, characterize his latest work entitled *Cartier to Frontenac*. In this he considers geographical discovery in the interior of North America in its historical relations. By a series of maps made by explorers of the time, together with a narrative of the facts and his conclusions therefrom, he shows the growth of geographical knowledge of the continent. In this narrative is included the work of such men as Cartier, Champlain, Nicolet, Duluth, Hennepin, La Salle, Frontenac, and others, in discovery and colonization, also the struggle of the French and English for territorial possession. The characters of these pioneers, their aims and motives, the relations of the French and English with the Indians, and the political complications that helped govern the course of events—all help to make a history about which there is a never-failing charm. Mr. Parkman's work is the one that would naturally be compared with this. If Parkman's style is more alluring, Winsor's history, written from a somewhat different standpoint, and based on the best evidence obtainable, will have as great a claim to permanent value. All who wish a thorough knowledge of colonial history should read it. (Houghton, Mifflin & Co., Boston and New York. 8vo, gilt top, 379 pp. \$4.00.)

*Fairy Tales for Little Readers*, by Sarah J. Burke, principal of girls' grammar department, School No. 4, N. Y., is a collection comprising "Little Red Riding Hood," "The Three Bears," "The White Cat," "Cinderella," and "Little Thumb," written in simple language for school and home reading. The endeavor has been to render them in such a manner that their chief merit may lie in the fact that they are suited to be read by children rather than to them. The author has reasoned that the rendering of tales, which have been found delightful and profitable in the home, might prove available for school use. (A. Lovell & Co., New York. 30 cents.)

Nothing is more delightful for one who loves the grand and beautiful in nature than a sail up the Hudson river. However much one has read or heard of the scenery along that historic

stream it always exceeds expectations. Much help is afforded in finding the most interesting spots by Rand, McNally & Co's *Illustrated Guide to the Hudson River*. It is not merely a bald collection of facts, but a well written description of this region, in which the most interesting data in regard to the cities, towns, mountains, and other points of interest are skillfully interwoven. Nor has the historical matter been neglected; no other river in the country is so full of associations connected with the Revolution. These are all elaborated in the guide, so that in reading it one gets the story of a large part of the Revolutionary war told in a most interesting way. The book is well illustrated and provided with a series of handsome maps showing the river and the places on each side as far north as Waterford. Those who have included an excursion on the Hudson in their list for this summer should have this guide. (Rand, McNally & Co., Chicago and New York.)

*Modern Plane Geometry* is the title of a little book on that important branch of mathematics by G. Richardson, M. A., second master of Winchester college, and A. S. Ramsey, M. A., mathematical master of Fettes college, Edinburgh. Its object is twofold—to serve, in the first place, as a sequel to Euclid and as a systematic means of procedure from Euclidean Geometry, to the higher descriptive geometry of conics and of imaginary points. The first seven chapters, in the main are intended to carry out the first object; they treat of the geometry of the triangle, quadrangle, and circle, harmonic ratio, and geometrical maxima and minima. A large number of examples throughout the book and at the end will afford the student useful practice. (Macmillan & Co., New York. \$1.00.)

No. 124 of Maynard's English Classic series contains Matthew Arnold's famous poem of *Sohrab and Rustum*. This is one of the most perfect specimens of blank verse in the language, and well repays careful study. This edition is provided with biographical and critical introduction and notes by J. W. Abernethy, Ph. D. (Maynard, Merrill & Co., New York. Mailing price, 12 cents.)

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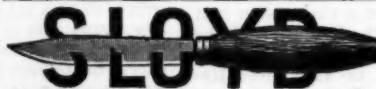
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For announcement and further particulars address the Secretary.



### The Publishers' Exhibit

was held in Library hall, near the meetings of the departments, but some distance from the Auditorium and Headquarters. This was a cause of much complaint among the exhibitors, all of whom paid liberally for accommodations. The location of the building was unfortunate, and but a small proportion of the teachers came in. The exhibit should have been located near the Auditorium. The feeling was generally that the managers did not hesitate to appeal urgently to the publishers and school supply men for support, but were by no means so ready to see that proper attention was given to them. The exhibit, for one so hastily gotten together, was very good and well worthy the attention of every teacher present. It is hoped that next year this feature will be made more prominent, and that every one who attends can rely upon seeing every new book or device for school use exhibited. Special attention has been given to this feature by the managers of bicycle exhibits and with marked success in attracting multitudes of those interested.

The three Boston publishers, Ginn & Co., Silver, Burdett & Co. and D. C. Heath & Co., had large tables of their books neatly arranged and ably displayed by their attendants.

Mr. H. E. Hayes, manager, and Chas. J. Majory, secretary, explained the merits of the International Reading Circle. A special case for the volumes issued to date attracted much attention. A. R. Horn, of their Chicago office, was also present.

A fine collection of Minerals, Rocks, Fossils and their Physiological series was exhibited by Ward's Natural Science Establishment, of Rochester, N. Y.

A novelty in the way of a beautiful copper relief globe 20 inches in diameter from A. H. Andrews & Co. was especially noteworthy. We shall describe this in detail later.

The best arranged exhibit was undoubtedly that of Rand, McNally & Co. in charge of their genial Eastern manager, Mr. C. H. Hammond. Most of the exhibit made specially for the World's fair was sent on from Chicago for this occasion. They also printed a map of New York city and vicinity to give away, and this was in great demand.

If the American Book Co. had made an exhibit, the half of the hall could hardly have properly displayed their numerous publications. They made a present to the N. E. A. of the official program. Mr. J. A. Greene, manager of the agency department, entertained their large circle of friends.

The N. J. School Furniture Co. had an artistic exhibit in which were their new desks, adjustable to height, which awakened great interest.

The Chandler Desk Co., of Boston, were also on hand with their desk, which has its special points of value.

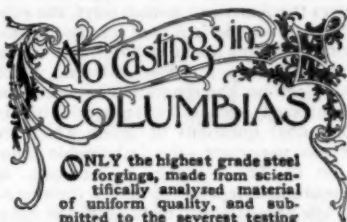
Maynard, Merrill & Co. had an excellent place opposite the entrance door with three large tables of books, with Mr. Edw. Merrill in charge.

Chas. Scribner's Sons were late in applying for space and so took a room to right of entrance where a large display of their fine series of higher text-books were placed.

Milton Bradley Co. had an interesting exhibit of kindergarten material, which was nearly always crowded, with Messrs. Blake and Criss in charge.

Potter & Putnam were kept busy showing their new Script Chart and Primer, which will be used in hundreds of schools this fall.

The Library of American Literature, the invaluable reference book now published by W. E. Benjamin, was examined by many with interest, for the large amount of advertising done by the former publishers, C.



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